

NAAC SELF-STUDY REPORT

2015-16



Government college of Education Burdwan

**(Established: 1964, Affiliated to the Burdwan University,
Recognized by National Council of Teacher Education)**

**Kazirhat, Lakurdi, P.O.-Lakurdi, Burdwan, Dist.- Burdwan, West Bengal,
Pin-713102**

Prelude

Any type of accreditation is the most important element in achieving excellence. Accreditation is the basis by which quality can be judged. Assessment is also very important and necessary tool for an educational institution to evaluate the extent to which it has achieved its objectives and to receive guideline for further strengthening of its performances.



Having been greatly inspired by the assurance of the National Assessment and Accreditation Council (NAAC) that the quality enhancement of an educational system has to come from within and no amount of external audit and assessment can help directly, Government College Education, Burdwan also subscribes to this view. Everyone in our institution is quality conscious, which helps in strengthening the self-esteem. A variety of curricular and co-curricular activities and learning experiences help learners to achieve their sequential optimum progress.

Teacher education is essential for reforming and strengthening the education system of any country. A sense of intrinsic motivation has helped the members of our faculty, students, administration and the management in following the principles of vision for lifelong learning, strategies for learning skills, use of technology for easy learning, utilization of resources for maximizing facilities, enhanced organization for students support service, internal evaluation for remedial measures and improvement. All of us can realize that where we stand and what our merits and demerits are. The endeavor of our institution is a collective one.

Actually, this self-assessment exercise is solely to articulate and inculcate quality consciousness among ourselves across the institution and not at all a cosmetic show to the outside world. Really, we are here in a strong bond family and every member of this family remains with a powerful belief that quality is the only way to succeed and sustain

Our streaming committee includes –

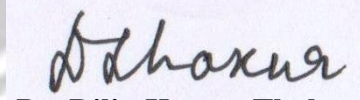
I. Chair Person, Teacher-in-Charge & Coordinator:

- i. Dr. Dilip Kumar Thakur, -- Teacher-in-Charge
- ii. Smt. Baishali Basu Roy Choudhury -- Coordinator, IQAC
- iii. Smt. Sudakshina Mitra,-- Joint Coordinator, NAAC
- iv. Dr. Mahua Basu Mallik,-- Joint Coordinator, NAAC

II. Members:

- i. Dr. Sujata Raha (Associate Professor in Bengali)
- ii. Dr. Kumar Vishwabandhu, (Associate Professor in Hindi)
- iii. Smt. Mitali Mondal , (Assistant Professor in Geography)
- iv. Dr. Kaushik Chakrabarty, (Assistant Professor in Physics)
- v. Smt. Nilanjana Pal, (Assistant Professor in Economics)
- vi. Smt. Mousumi Mondal, (Assistant Professor in Education)
- vii. Sri. Goutam Pahari, (Assistant Professor in Chemistry)

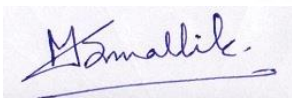
It is enthusiastically hoped that the report would bring forth a precise and holistic description of the college and its different activities. The process of this report has given us the opportunity to analyze ourselves critically and understand our strengths and weaknesses. This report is presented with a sense of fulfillment and a long cherished hope for a bright and prosperous future for this institution. We believe that the assistance of NAAC team will help us to achieve all benchmarks of academic excellence and service to society and nation that we have been striving to reach.



Dr. Dilip Kumar Thakur

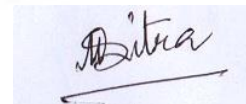
Officer-in-Charge

Government College of Education



Dr. Mahua Basu Mallik

Joint Coordinator, NAAC



Smt. Sudakshina Mitra

Joint Coordinator, NAAC

Self Study Report for Assessment and Accreditation

Government College Of Education, Burdwan

CONTENTS

Part 1: Institutional Data

Page No.

Campus Map

A Brief Historical Account

Faculty and Staff

SWOC Analysis

Profile of the College

Criteria-wise Inputs

Criterion I: Curricular Aspects

Criterion II: Teaching-Learning and Evaluation

Criterion III: Research, Consultancy and Extension

Criterion IV: Infrastructure and Learning Resources

Criterion V: Student Support and Progression

Criterion VI: Governance, Leadership and Management

Criterion VII: Innovations and Best Practices

Part 2: The Evaluative Report

Page No.

Executive Summary

Criteria-wise Analysis

Criterion I: Curricular Aspects

Criterion II: Teaching-Learning and Evaluation

Criterion III: Research, Consultancy and Extension

Criterion IV: Infrastructure and Learning Resources

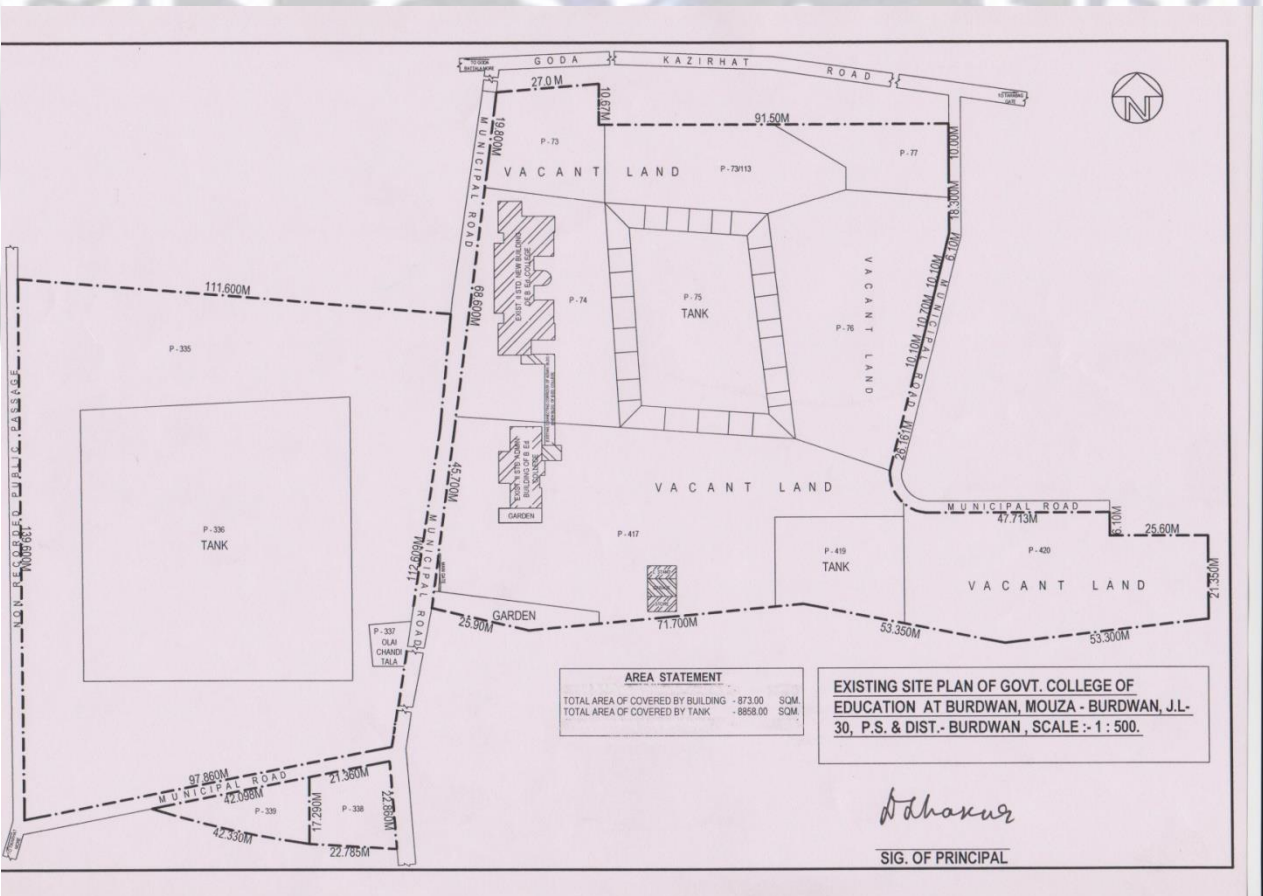
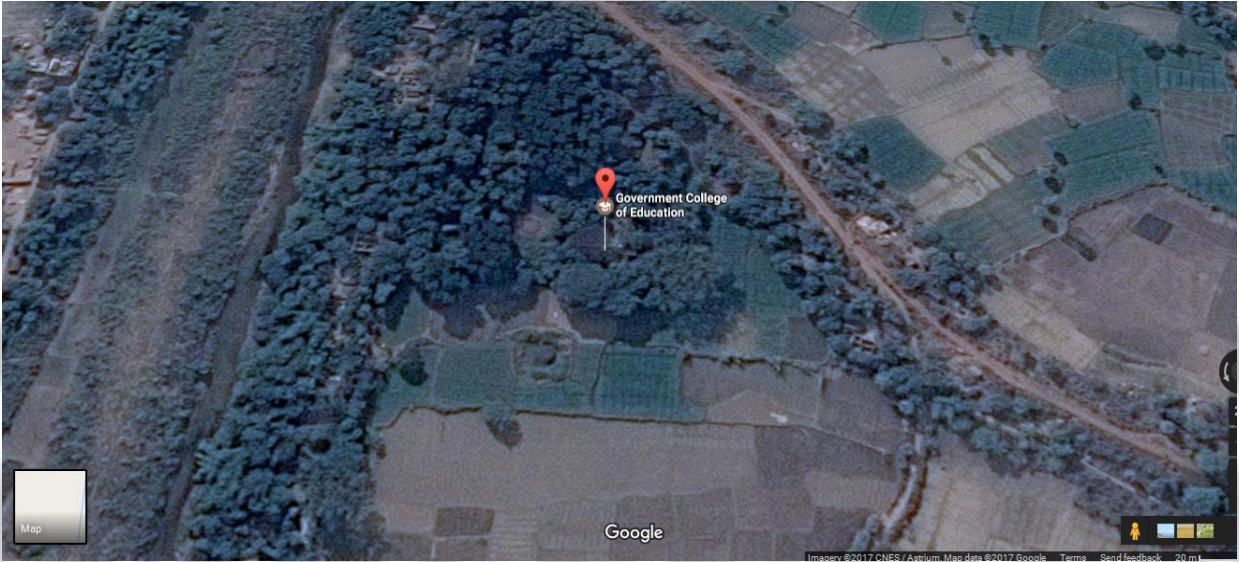
Criterion V: Student Support and Progression

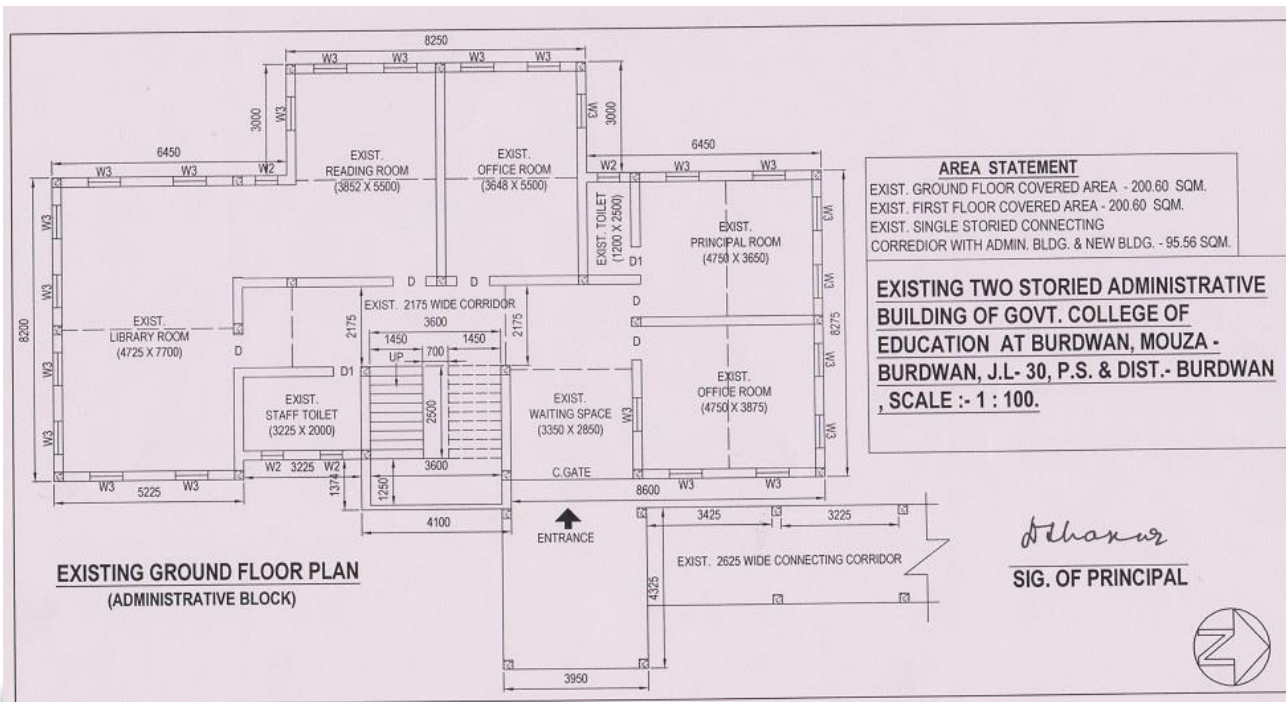
Criterion VI: Governance, Leadership and Management

Criterion VII: Innovations and Best Practices

Mapping of Academic Activities of the institution

Campus Map





A Brief Historical Account

Government college of Education, Burdwan is one of the premier institutions in teacher training education of West- Bengal. Established on 1st September, 1964 our college has a long and rich tradition and history. It is in the centre of the town and yet detached from it. A calm atmosphere prevails all around. The college building is also grand and imposing.

Starting its journey half a century ago in a building called 'Dil-Aaram' at Rajbati — the administrative office of the Burdwan University, the college got its own house in the very next year 1965 amidst bowery nature at Tarabag. The new college building comprised of huge space, class rooms, library, four laboratories, office , staff quarter, boys' and girls' hostel etc. and above all 200 students. Unfortunately owing to some constructional defects the building became dilapidated and was declared condemned in 1971. For the next 10 years the college had to live a nomadic life in various places of Golapbag until it was shifted to a small rented house near Burdwan station. Again the Government made an utmost endeavor for a new building which came into being on 18th March 1997 in the old college precinct. And on the eve of golden jubilee celebration another huge two storied building was inaugurated as an annexure.

Faculty and Staff

Our Faculties:

1. Dr. Dilip Kumar Thakur, (Officer in charge)
2. Dr. Sujata Raha (Associate Professor in Bengali)
3. Smt. Baishali Basu Roy Choudhury (Associate Professor in Bengali)
4. Dr. Kumar Vishwabandhu, (Associate Professor in Hindi)
5. Smt. Sudakshina Mitra, (Assistant Professor in English)
6. Smt. Mitali Mondal , (Assistant Professor in Geography)
7. Dr. Mahua Basu Mallik, (Assistant Professor in Mathematics)
8. Dr. Kaushik Chakrabarty, (Assistant Professor in Physics)
9. Smt. Nilanjana Pal, (Assistant Professor in Economics)
10. Smt. Mousumi Mondal, (Assistant Professor in Education)
11. Sri. Goutam Pahari, (Assistant Professor in Chemistry)

Our Librarian:

1. Dr. Sujit Chattopadhyay

Our Staff:

1. Smt. Indu rani Chakraborty, Head Clark
2. Sri Ashis Dey, U.D.C.
3. Sri Sunil Chandra dAS, L.D.C
4. Sri Rasik Hansda, Cashier
5. Sri Dinabandhu Mondal, Group-D
6. Sri Biswajit Adhikari, Group-D
7. Sri Prosanta Sardar, Group-D
8. Smt. Jaba Routh, Sweeper
9. Smt. Srikanta Das, Darwan-Cum- nightwatchman

SWOC Analysis

1. Strengths of the College

Traditionally we think of them in terms of the Four Pillars of the College.

- I. Pursuit of Excellence
- II. Commitment to Social Justice, with a preferential option for the poor
- III. Character formation and value education
- IV. A commitment to teaching- learning process.

I. Pursuit of Excellence implies-

- A robust work culture. All lectures/tutorials/labs are properly executed. Scheduled Work begins and ends on time. Students are accorded personal attention, based on their requirements and desire for assistance.
- Commitment to total transparency in admissions and appointments.
- An inspired sense of discipline which is not external or imposed but internal, spontaneous and motivated.
- A holistic idea of education that emphasizes on the comprehensive development of every student which is ensured through a large number of Societies, Clubs and Cells (12 in all) that organize high-quality co-curricular activities throughout the year to complement academic interactions within the class-room.
- Educational Infrastructure: - The College is architecturally majestic, though simple. Its façade is recognized locally. All classrooms and the library are well ventilated to facilitate maximum productivity. The infrastructure facilities are upgraded and renovated regularly.
- A beautiful and clean campus. Basic to the educational principle of this institution is the insight that the learning environment needs to be both beautiful and clean. The College campus ambience is, hence, in perfect sync with the Prime Minister's Swachh Bharat Abhiyan.
- Excellent library and lab facilities. The facilities the College offers are among the best that any college offers in its category. The main classrooms are ICT enabled providing scope for successful application of educational technology.

II. Commitment to Social Justice

The new paradigm in the sphere of higher education emphasizes that education should not restrict itself to the limited sphere of academic enrichment but should also become instrumental in social development as well. So, in spite of the fact that Social Justice and Pursuit of Excellence are incompatibles, the institution believes in ushering Social justice through its effort to follow the rules of reservations as directed by the government and university both. The institution extends its support in both academics and financial aspects for the poor and the backward'. This institution endeavors to integrate both social justice and academic excellence in its best which contributes to institutional dynamism.

III. Character Formation And Value Education

Character is envisioned in this institution as the discipline of organizing oneself according to certain objective values, norms and principles. Accordingly Students are encouraged to-

- Be responsible, regular and punctual at work.
- Develop the capacity to think objectively and discuss freely.
- Practice humble and humane conduct to every staff and fellow students.
- Inculcation of the spirit of service.
- An attitude of respect towards the environment by keeping our environment litter free and clean.
- An outlook on life based on equality and freedom from discrimination of any kind.
- Excellent student-teacher relationship. The availability of teachers outside classroom and working hours to guide and to counsel.

IV. A Commitment To Teaching-Learning Process

Our institution is committed

- To produce efficient and committed learner- centered teachers who make education accessible to all without consideration of caste, creed or gender.
- To prepare teachers who are knowledgeable and compassionate in their professional practice, creative and reflective in designing and assessing classroom performance.
- To develop a sense of social and ethical responsibility in our students.
- To enrich our classroom practices with the best of current research in teaching, learning and classroom planning.

2. Weaknesses of the College

We like many other teacher education institutions, have number of weaknesses, which we are aware of. As any other institution pursuing excellence, we try to overcome them with our sincerity and dedication

- We like all other government colleges, are financially depended on government aids and grants and there is very limited scope for any financial liberty which hinders our developmental aspirations occasionally.
- Lack of initiatives on the part of sanctioning authority also cripples our aspirations for introducing new courses of study.
- Though the facilities we have are excellent, we need additional facilities like conference room, seminar halls with acoustic support, a spacious and well-equipped, automated office, well furnished guest room, separate hostel building for boys and girls, staff quarter, canteen and so on.
- With the transfer policy of the government being followed, the faculty strength is inconsistent and temporal. Transfer in middle of session hampers academic activities a lot.
- The college is situated in a pristine locale, about 5 km from the nearest railway station. Thus the problem of communication is a deferent in maintaining the work culture of the institution.

3. Opportunities of the College

- i) The College has one of the large campuses. We have used up only 5.9% of the far. This means that we have land/space enough to add another 26000 sq. m. of educational infrastructure. This is a huge asset. The scope for growth the College has is considerable.
- ii) The College is well equipped to take advantage of the various schemes on offer from the UGC for development and up gradation of facilities.
- iii) The college is capable in infrastructural aspect for introduction of new courses like M.Ed and so on.
- iv) The college has been instrumental in providing excellent source of capable and dedicated teachers for the locality as well as the state for the last 50 years, and is determined to do so in future as well.

4. Challenges of the College

- i) The challenge of maintaining the standard of teaching-learning in a rapidly growing commercial environment.
- ii) The challenge to provide modern and innovative facilities to the students' inspite of financial constrains.
- iii) To maintain the balance between educational technology and humane qualities.
- iv) To adhere to the four pillars of learning.
- v) To foster a deep sense of commitment and dedication in the future generations of teachers.
- vi) To grow and develop without compromising the quality and culture of the College.

Profile of the Institution

1. Name and address of the institution: Government College Of Education,

Burdwan, Kazirhat, P. O.- Lakurdi,

Dist.- Bardhaaman.

West Bengal. Pin- 713102

2. Website URL:

www.gceburdwan.in

3. For communication:

Government College Of Education,

Burdwan , Kazirhat , P. O.- Lakurdi,

Dist.- Bardhaaman.

West Bengal. Pin- 713102

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/ Principal: Dr. Dilip Kumar Thakur Officer in Charge	0342-2656853	0342-2656853	gceburdwan@yahoo.in
Vice-Principal			
Self - appraisal Co-ordinator 1. Sudakshina Mitra 2. Dr. Mahua Basu Mallik	0342-2656853	0342-2656853	sudakshinakar@gmail.com drmahuabasumallik@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Head/ Principal: Dr. Dilip Kumar Thakur, Officer in Charge	09474490068	09474490068
Vice-Principal	----	----
Self - appraisal Co-ordinator 1. Sudakshina Mitra 2. Dr. Mahua Basu Mallik	 09830174769 09433109512	 09830174769 09433109512

4. Location of the Institution:

Urban ☒ Semi-urban ☐ Rural ☐ Tribal ☐

Any other (specify and indicate) ☐

5. Campus area in acres:

6.91

6. Is it a recognized minority institution?

Yes ☐ No ☒

7. Date of establishment of the institution:

Month & Year

MM	YYYY
Sept.	1964

8. University/Board to which the institution is affiliated:

University of Burdwan, West Bengal

9. Details of UGC recognition under sections 2(f) and 12(B) of the UGC Act.

Month & Year	
MM	YYYY
01	2003

12(f)

Month & Year	
MM	YYYY
01	2003

12(B)

10. Type of Institution

a. By funding

i. Government

☒

ii. Grant-in-aid

☐

iii. Constituent

☐

iv. Self-financed

☐

v. Any other (specify and indicate)

☐

b. By Gender

i. Only for Men

☐

ii. Only for Women

☐

iii. Co-education

☒

c. By Nature

i. University Dept.

☐

ii. IASE

☐

iii. Autonomous College

☐

iv. Affiliated College

☒

v. Constituent College

☐

vi. Dept. of Education of Composite College

☐

vii. CTE

☐

viii. Any other (specify and indicate)

☐

11. Does the University / State Education Act have provision for autonomy?

Yes ☐

No ☒

If yes, has the institution applied for autonomy? N.A.

12. Details of Teacher Education programmes offered by the institution:

Sl. No.	Level	Programme/ Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary			Certificate		
				Diploma		
				Degree		
ii)	Primary/ Elementary			Certificate		
				Diploma		
				Degree		
iii)	Secondary/ Sr. secondary			Certificate		
				Diploma		
		B.Ed.	Graduate	Degree	1 year (upto session 2014-15) & 2years (from session 2015-17)	English, Bengali
iv.	Post Graduate			Diploma		
				Degree		
v.	Other (specify)			Certificate		
				Diploma		
				Degree		

13. Give details of NCTE recognition (for each programme mentioned in Q.12 above)

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary/ Sr.secondary				
Post Graduate				
Other (specify)	B.Ed.	ERC/7-14/2000/1570Dt. 19.07.2000 ERC/NCTE/WB- S/E-4/99/B.Ed.(Revised order)/2015/32652 dated 31/5/2015	To be revalidated every year	50

Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated

Vision	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Mission	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Values	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Objectives	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

2. Does the institution offer self-financed programme(s)? Yes ☐ No ☒

If yes,

a) How many programmes?

N. A.

b) Fee charged per programme

N.A.

3. Are there programmes with semester system

Yes

4. Is the institution representing/participating in the curriculum development/ revision processes of the regulatory bodies?

Yes

No

If yes, how many faculty are on the various curriculum development/vision committees/boards of universities/regulating authority.

N. A.

5. Number of methods/elective options (programme wise)

D.Ed.

B.Ed.

M.Ed. (Full Time)

M.Ed. (Part Time)

Any other (specify and indicate)

Method-08

6. Are there Programmers offered in modular form Yes ☐ No ☒

Number

7. Are there Programmers' where assessment of teachers by the students has been introduced

Yes ☒ No ☐ Number

8. Are there Programmers with faculty exchange/visiting faculty

Yes ☐ No ☒ Number

9. Is there any mechanism to obtain feedback on the curricular aspects from the

• Heads of practice teaching schools	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
• Academic peers	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
• Alumni	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
• Students	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
• Employers	Yes	<input checked="" type="checkbox"/>	No	<input checked="" type="checkbox"/>

10. How long does it take for the institution to introduce a new programme within the existing system?

11. Has the institution introduced any new courses in teacher education during the last three years? Yes ☐ No ☒

12. Are there courses in which major syllabus revision was done during the last five years?

Yes ☒ No ☐ Number

13. Does the institution develop and deploy action plans for effective implementation of the curriculum? Yes ☒ No ☐

14. Does the institution encourage the faculty to prepare course outlines? Yes ☒ No ☐

Criterion II: Teaching-Learning and Evaluation

1. How are students selected for admission into various courses?

- a) Through an entrance test developed by the institution ☐
- b) Common entrance test conducted by the University/Government ☐
- c) Through an interview ☐
- d) Entrance test and interview ☐
- e) Merit at the qualifying examination ☒
- f) Any other (specify and indicate) ☐

(If more than one method is followed, kindly specify the weightages)

2. Furnish the following information (for the previous academic year):

- a) Date of start of the academic year

July 2015
- b) Date of last admission

June 2015
- c) Date of closing of the academic year

June 2017
- d) Total teaching days

180
- e) Total working days

210

3. Total number of students admitted in the session 2014-2015

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.									
B.Ed.	30	33	63	14	8	22	16	25	41
M.Ed. (Full Time)									
M.Ed. (Part Time)									

4. Are there any overseas students? Yes ☐ No ☒

If yes, how many?

N. A.

5. What is the 'unit cost' of teacher education programme? (Unit cost = total annual recurring expenditure divided by the number of students/ trainees enrolled).

a) Unit cost excluding salary component

Rs. 15582

b) Unit cost including salary component

Rs. 177498

Note: Unit cost is computed on the basis of total WB state Govt. funds in 2014-2015 available and the total number of students enrolled in the programme.

6. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.				
B.Ed.	NA	NA	NA	NA
M.Ed. (Full Time)				
M.Ed. (Part Time)				

7. Is there a provision for assessing students' knowledge and skills for the programme (after admission)?

Yes

No



8. Does the institution develop its academic calendar?

Yes

No



9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.			
B.Ed.	71.42%	14.29%	14.29%
M.Ed. (Full Time)			
M.Ed. (Part Time)			

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

05

b) Minimum number of pre-practice teaching

02

lessons given by each student

11. Practice Teaching at School

a) Number of schools identified for practice teaching

10

b) Total number of practice teaching days

90

c) Minimum number of practice teaching lessons given by each student

60

12. How many lessons are given by the student teachers in simulation and pre-practice teaching in classroom situations?

No. of Lessons In
simulation

No. 05

No. of Lessons Pre-practice
teaching

No. 02

13. Is the scheme of evaluation made known to students at the beginning of the academic session?

Yes



No



14. Does the institution provide for continuous evaluation?

Yes



No



15. Weight age (in percentage) given to internal and external evaluation

Programmes	Internal	External
D.Ed.		
B.Ed.	10.71%	89.29%
M.Ed. (Full Time)		
M.Ed. (Part Time)		

16. Examinations

a) Number of sessional tests held for each paper

01

b) Number of assignments for each paper

01

17. Access to ICT (Information and Communication Technology) and technology.

	Yes	No
Computers	√	
Intranet	√	
Internet	√	
Software / courseware (CDs)	√	
Audio resources	√	
Video resources	√	
Teaching Aids and other related materials	√	
Any other (specify and indicate)		
1. Virtual Classroom	√	
2. Classroom with audio-visual facilities	√	

18. Are there courses with ICT enabled teaching-learning process? Yes

☒

No

☐

Number

01

19. Does the institution offer computer science as a subject?

Yes

☒

No

☐

If yes, is it offered as a compulsory or optional paper?

Compulsory

☒

Optional

☐

Criterion III: Research, Consultancy and Extension

1. Number of teachers with Ph. D and their percentage to the total faculty strength

Number	5	50%
--------	---	-----

2. Does the Institution have ongoing research projects?

Yes ☒ No ☐

If yes, provide the following details on the ongoing research projects

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any
UGC	5 Lac	2 years	N.A.

3. Number of completed research projects during last three years.

01

4. How does the institution motivate its teachers to take up research in education? (Mark ✓ for positive response and X for negative response)

- ☐ Teachers are given study leave ☒
- ☐ Teachers are provided with seed money ☒
- ☐ Adjustment in teaching schedule ☒
- ☐ Providing secretarial support and other facilities ☒
- ☐ Any other specify and indicate ☒

5. Does the institution provide financial support to research scholars?

Yes ☐ No ☒

6. Number of research degrees awarded during the last 5 years.

a. Ph.D.	0
b. M.Phil.	0

7. Does the institution support student research projects (UG & PG)?

Yes ☐ No ☒

8. Details of the Publications by the faculty (Last five years)

	Yes	No	Number
International journals	<input checked="" type="checkbox"/>	<input type="checkbox"/>	8
National journals – referred papers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	6
Non referred papers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Academic articles in reputed magazines/news papers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	7
Books	<input checked="" type="checkbox"/>	<input type="checkbox"/>	6
Any other (specify and indicate)	<input type="checkbox"/>	<input type="checkbox"/>	

9. Are there awards, recognition, patents etc received by the faculty?

Yes ☐ No ☒

Number	N.A.
--------	------

10. Number of papers presented by the faculty and students (during last five years):

	Faculty	Students
National seminars	<input type="text" value="16"/>	<input type="text" value="1"/>
International seminars	<input type="text" value="14"/>	<input type="text"/>
Any other academic forum	<input type="text"/>	<input type="text"/>

11. What types of instructional materials have been developed by the institution? (Mark '✓' for yes and 'X' for No.)

Self-instructional materials	<input checked="" type="checkbox"/>
Print materials	<input checked="" type="checkbox"/>
Non-print materials (e.g. Teaching	
Aids/audio-visual, multimedia, etc.)	<input checked="" type="checkbox"/>
Digitalized (Computer aided instructional materials)	<input checked="" type="checkbox"/>
Question bank	<input checked="" type="checkbox"/>

Any other (specify and indicate)

12. Does the institution have a designated person for extension activities?

Yes

No

☒

If yes, indicate the nature of the post.

Full-time

☐

Part-time

☐

Additional charge

☐

13. Are there NSS and NCC programmes in the institution?

Yes

☐

No

☒

14. Are there any other outreach programmes provided by the institution?

Yes

☒

No

☐

15. Number of other curricular/co-curricular meets organized by other academic agencies/NGOs on Campus

Nil

16. Does the institution provide consultancy services?

Yes

☐

No

☒

In case of paid consultancy what is the net amount generated during last three years.

Not Applicable

17. Does the institution have networking/linkage with other institutions/ organizations?

Local level	University and practice teaching schools
State level	S.C.E.R.T
National level	N.C.T.E
International level	

Criterion IV: Infrastructure and Learning Resources

1. Built-up Area (in sq. mts.)

1650

2. Are the following laboratories been established as per NCTE Norms?

a) Methods lab	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
b) Psychology lab	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
c) Science Lab(s)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
d) Education Technology lab	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
e) Computer lab	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
f) Workshop for preparing teaching aids	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

3. How many Computer terminals are available with the institution?

15

4. What is the Budget allotted for computers (purchase and maintenance) during the previous academic year?

Nil

5. What is the Amount spent on maintenance of computer facilities during the previous academic year?

Yet Not Found

6. What is the Amount spent on maintenance and upgrading of laboratory facilities during the previous academic year?

Yet Not Found

7. What is the Budget allocated for campus expansion (building) and upkeep for the current academic session/financial year?

Yet not Found

8. Has the institution developed computer-aided learning packages?

Yes

☐

No

☒

9. Total number of posts sanctioned

	Open	Reserved
Teaching + Librarian	16	
Non-teaching	15	

10. Total number of posts vacant

	Open	Reserved
Teaching + Librarian	4	
Non-teaching	6	

11. a. Number of regular and permanent teachers

Category	Open		Reserved	
	Male	Female	Male	Female
Assistant Professor	2	4	0	1
Librarian(Associate	1	0	-	-
Part time teacher(permanent)	-	-	-	-
Associate Professor	2	2	-	-
Professor	-	-	-	-

b. Number of temporary/ad-hoc/part-time teachers (Gender-wise)

Nil

c. Number of teachers from

Same state

12

Other states

0

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	

B.Ed.	1:5
M.Ed. (Full Time)	
M.Ed. (Part Time)	

13. **a. Non-teaching staff**

Category	Open		Reserved	
	Male	Female	Male	Female
Permanent	5	2	2	0
Temporary	0	0	0	0

b. **Technical Assistants**

Category	Open		Reserved	
	Male	Female	Male	Female
Permanent	0	0	0	0
Temporary	0	0	0	0

14. **Ratio of Teaching – non-teaching staff**

1:1

15. **Amount spent on the salaries of teaching faculty during the previous academic session (% of total expenditure)**

91.22

16. **Is there an advisory committee for the library?**

Yes

☒

No

☐

17. **Working hours of the Library**

On working days

11.00 a.m.- 5.00 p.m.

On holidays

Closed

During examinations

11.00 a.m.- 5.00 p.m.

18. **Does the library have an Open access facility**

Yes

☒

No

☐

19. Total collection of the following in the library

a. Books	9700
- Textbooks	7160
- Reference books	2540
b. Magazines	Nil
e. Journals subscribed	
- Indian journals	03
- Foreign journals	Nil
f. Peer reviewed journals	03
g. Back volumes of journals	52
h. E-information resources	
- Online journals/e-journals*	6000+
- CDs/ DVDs	---
- Databases	---
- Video Cassettes	---
-Maps	38
- Audio Cassettes	---

*Note: *Since college is registered with INFLIBNET NLIST programme, it has access to 13,500+ e-books*

20. Mention the

Total carpet area of the Library (in sq. mts.)	15ft10 inch by 25 ft 4 inch
Seating capacity of the Reading room	25

21. Status of automation of Library

Yet to intimate	<input type="checkbox"/>
Partially automated	<input checked="" type="checkbox"/>
Fully automated	<input type="checkbox"/>

22. Which of the following services/facilities are provided in the library?

Circulation	<input checked="" type="checkbox"/>
Clipping	<input checked="" type="checkbox"/>
Bibliographic compilation	<input checked="" type="checkbox"/>
Reference	<input checked="" type="checkbox"/>
Information display and notification	<input checked="" type="checkbox"/>
Book Bank	<input type="checkbox"/>
Photocopying	<input checked="" type="checkbox"/>
Computer and Printer	<input checked="" type="checkbox"/>
Internet	<input checked="" type="checkbox"/>
Online access facility	<input checked="" type="checkbox"/>
Inter-library borrowing	<input checked="" type="checkbox"/>
Power back User orientation /information literacy	<input checked="" type="checkbox"/>
Any other (please specify and indicate)	<input type="checkbox"/>

23. Are students allowed to retain books for examinations?

Yes ☒ No ☐

24. Furnish information on the following

Average number of books issued/returned per day	<input type="text" value="20"/>
Maximum number of days books are permitted to be retained	
by students	<input type="text" value="15"/>
by faculty	<input type="text" value="30"/>
Maximum number of books permitted for issue	
for students	<input type="text" value="02"/>
for faculty	<input type="text" value="30"/>
Average number of users who visited/consulted per month	<input type="text" value="250"/>
Ratio of library books (excluding textbooks and book bank facility) to the number of students enrolled	<input type="text"/>

25. What is the percentage of library budget in relation to total budget of the institution

26. Provide the number of books/ journals/ periodicals that have been added to the library during the last three years and their cost.

	I		II		III 2014-2015	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books					353	160000
Other books					130	
Journals/ Periodicals					03	9925
Any others specify and indicate						
(Additional rows/columns may be inserted as per requirement)						

Criterion V: Student Support and Progression

1. Programme wise “dropout rate” for the last three batches

Programmes	2014-2015	2013-2014	2012-2013
D.Ed.			
B.Ed.	3.2%	6.1%	0
M.Ed. (Full Time)			
M.Ed. (Part Time)			

2. Does the Institution have the tutor-ward/or any similar mentoring system?

Yes

☒

No

☐

If yes, how many students are under the care of a mentor/tutor?

20

3. Does the institution offer Remedial instruction?

Yes

☒

No

☐

4. Does the institution offer Bridge courses?

Yes

☐

No

☒

5. Examination Results during past three years (provide year wise data)

	UG			PG			M. Phil		
	I	II	III	I	II	III	I	II	III
Pass percentage	100%	100%	98.4%						
Number of first classes	100%	88.9%	98.4%						
Number of distinctions									
Exemplary performances (Gold Medal and university ranks)									

6. Number of students who have passed competitive examinations during the last three years (provide year wise data)

	2014-2015	2013-2014	2012-2013
NET	2	3	2
LET/SET			
Any other (specify and indicate)			

7. Mention the number of students who have received financial aid during the past three years. NIL

Financial Aid	2014-2015	2013-2014	2012-2013
Merit Scholarship			
Merit-cum-means scholarship			
Fee concession			
Loan facilities			
Any other specify and indicate			

8. Is there a Health Centre available in the campus of the institution?

Yes ☐ No ☒

9. Does the institution provide Residential accommodation for:

Faculty	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
Non-teaching staff -	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

10. Does the institution provide Hostel facility for its students? Yes ☐ No ☒

If yes, number of students residing in hostels

Men	<input type="text" value="N.A"/>
Women	<input type="text" value="N.A"/>

11. Does the institution provide indoor and outdoor sports facilities?

Sports fields Yes ☒ No ☐

Indoor sports facilities Yes ☒ No ☐

Gymnasium Yes ☐ No ☒

12. Availability of rest rooms for Women Yes ☒ No ☐

13. Availability of rest rooms for men Yes ☒ No ☐

14. Is there transport facility available? Yes ☐ No ☒

15. Does the Institution obtain feedback from students on their campus experience?

Yes ☒ No ☐

16. Give information on the Cultural Events (Last year data) in which the institution participated/organized.

	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	05		05	05		05
Inter-university						
National						
Any other (specify and indicate)						

(Excluding college day celebration)

17. Give details of the participation of students during the past year at the university, state, regional, national and international sports meets.

	Participation of students (Numbers)	Outcome (Medal achievers)
State	Nil	N.A.
Regional	Nil	N.A.
National	Nil	N.A.
International	Nil	N.A.

18. Does the institution have an active Alumni Association? Yes ☒ No ☐

If yes, give the year of establishment

19. Does the institution have a Student Association/Council? Yes ☒ No ☐

20. Does the institution regularly publish a college magazine? Yes ☒ No ☐

21. Does the institution publish its updated prospectus annually? Yes ☒ No ☐

22. Give the details on the progression of the students to employment/further study (Give percentage) for last three years

	2014-2015	2013-2014	2012-2013
Higher studies	2	3	2
Employment (Total)	4	5	5
Teaching	3	4	5
Non teaching	1	1	0

23. Is there a placement cell in the institution? Yes ☐ No ☒

If yes, how many students were employed through placement cell during the past three years.

N.A.

24. Does the institution provide the following guidance and counseling services to students? Yes No

- Academic guidance and Counseling ☒ ☐
- Personal Counseling ☒ ☐
- Career Counseling ☒ ☐

Criterion VI: Governance and Leadership

1. Does the institution have a functional Internal Quality Assurance Cell (IQAC) or any other similar body/committee Yes ☒ No ☐

2. Frequency of meetings of Academic and Administrative Bodies: (last year)

Governing Body/management	
Staff council	4
IQAC/or any other similar body/committee	4
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	

3. What are the Welfare Schemes available for the teaching and non-teaching staff of the institution?

Loan facility	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Medical assistance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Insurance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Other (specify and indicate)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

4. Number of career development programmes made available for non-teaching staff during the last three years

NIL

5. Furnish the following details for the past three years

a. Number of teachers who have availed the Faculty Improvement Program of the UGC/NCTE or any other recognized organisation

b. Number of teachers who were sponsored for professional development programmes by the institution

National

--	--	--

International

--	--	--

c. Number of faculty development programmes organized by the Institution:

--	--	--

d. Number of Seminars/ workshops/symposia on Curricular development, Teaching- learning, Assessment, etc. organised by the institution

--	--	--

e. Research development programmers' attended by the faculty

--	--	--

f. Invited/endowment lectures at the institution

--	--	--

Any other area (specify the programme and indicate)

--	--	--

6. How does the institution monitor the performance of the teaching and non-teaching staff?

a. Self-appraisal

Yes		No	
-----	--	----	--

b. Student assessment of faculty performance

Yes		No	
-----	--	----	--

c. Expert assessment of faculty performance

Yes		No	
-----	--	----	--

d. Combination of one or more of the above

Yes		No	
-----	--	----	--

e. Any other (specify and indicate)

Yes		No	
-----	--	----	--

7. Are the faculty assigned additional administrative work?

Yes		No	
-----	--	----	--

If yes, give the number of hours spent by the faculty per week

--

8. Provide the income received under various heads of the account by the institution for previous academic session

Grant-in-aid	<input type="text"/>
Fees	<input type="text"/>
Donation	<input type="text"/>
Self-funded courses	<input type="text"/>
Any other (specify and indicate)	<input type="text"/>

9. Expenditure statement (for last two years)

	2014-15	2015-16
Total sanctioned Budget		16500000
% spent on the salary of faculty		
% spent on the salary of non-teaching employees		89.91%
% spent on books and journals		Nil
% spent on developmental activities (expansion of building)		0.18%
% spent on telephone, electricity and water		1.01%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.		
% spent on maintenance of equipment, teaching aids, contingency etc.		
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)		
% spent on travel		
Any other (specify and indicate):rent, rates & taxes		0.31%
Total expenditure incurred		

10. Specify the institutions surplus/deficit budget during the last three years? (specify the amount in the applicable boxes given below)

Surplus in Rs.

Year 15-16 Rs. 4069220
Year 14-15 Rs. 7628732
Year 13-14 Rs. 17791712

Deficit in Rs.

<input type="text"/>
<input type="text"/>
<input type="text"/>

11. Is there an internal financial audit mechanism?

Yes

☒

No

☐

12. Is there an external financial audit mechanism?

Yes

☒

No

☐

13. ICT/Technology supported activities/units of the institution:

	Yes	No
Administration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Finance	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student Records	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Career Counseling	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Aptitude Testing	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Examinations/Evaluation/ Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Any other (Teaching and Learning)	<input checked="" type="checkbox"/>	<input type="checkbox"/>

14. Does the institution have an efficient internal co-ordinating and monitoring mechanism? Yes ☒ No ☐

15. Does the institution have an inbuilt mechanism to check the work efficiency of the non-teaching staff? Yes ☒ No ☐

16. Are all the decisions taken by the institution during the last three years approved by a competent authority? Yes ☒ No ☐

17. Does the institution have the freedom and the resources to appoint and pay temporary/ ad hoc / guest teaching staff?

Yes ☒ No ☐

18. Is a grievance redressal mechanism in vogue in the institution?

a) for teachers ☐
b) for students ☒
c) for non - teaching staff ☐

19. Are there any ongoing legal disputes pertaining to the institution?

Yes ☒ No ☐

20. Has the institution adopted any mechanism/process for internal academic audit/quality checks?

Yes ☒ No ☐

21. Is the institution sensitised to modern managerial concepts such as strategic planning, teamwork, decision-making, computerisation and TQM?

Yes ☒ No ☐

Criterion VII: Innovative Practices

1. Does the institution has an established Internal Quality Assurance Mechanisms?

Yes

☒

No

☐

2. Do students participate in the Quality Enhancement of the Institution?

Yes

☒

No

☐

3. What is the percentage of the following student categories in the institution?

	Category	Men	%	Women	%
A	SC				
B	ST				
C	OBC				
D	Physically challenged				
E	General Category				
F	Rural				
G	Urban				
H	Any other (specify)				

4. What is the percentage of the staff in the following category ?

	Category	Teaching staff	%	Non-teaching staff	%
A	SC	1	9%		
B	ST	0			
C	OBC	0			
D	Women	6	50%		
E	Physically challenged	0		1	
F	General Category	10	90%		
G	Any other (specify)				

5. What is the percentage incremental academic growth of the students for the last two batches?

Category	At Admission		On completion of the course	
	Batch I 2014-15	Batch II 2013-14	Batch I 2014-15	Batch II 2013-14
SC	15	15		14
ST	5	5		5
OBC	2	-		-
Physically challenged	1	0		0
General Category	41	41		41
Rural				
Urban				
Any other (specify)				



PART –II

Evaluative Reports

2.1:Executive Summary

Introduction

The government college of Education, Burdwan is one of the leading institutions in the field of teacher education in West Bengal. The college was established on 1st September, 1964 and has successfully completed 50 years of academic excellence. The college has gone through many troublesome periods regarding its accommodation but the academic pursuits have never been affected. This institution is also recognized by UGC under the sections 12(f) and 12(B) dated January 2003 of the UGC Act dated June, 1986 and September, 1987. This institution is a “government” college and its funding authority is the Government of West Bengal. In gender wise category this institution is a “co-educational” college which provides safe and friendly environment for all genders. This institution is by nature an “affiliated” college and is affiliated to The University of Burdwan. The college offers regular two – year course in Bachelor of Education Programme (B.Ed) following the uniform curriculum structure of the West Bengal State University for Teachers Training, Education Planning and Administration. This course is recognized by N.C.T.E vide order no ERC/7-14/2000/1570 dated 19.07.2000 and ERC/NCTE/WB-S/E-4/99/B.Ed (Revised Order)/2015/32652 dated 31.05.2015.

This institution has always pursued academic achievements and its success stories are not reflected in mere records of performance in examinations but the huge body of dedicated, sincere and professionally competent teachers that the institution has produced for the last 52 years. This constant aiming for all round development of students to enable them to become good human beings, better citizens and best teachers has set the standard of excellence that the institution follows in a consistent manner.

Criterion wise summary

Criterion I: Curricular Aspects

As the college commits to a holistic idea of education through comprehensive development of every student along with an emphasis on character formation and value education, the curricular as well as the co-curricular activities are followed religiously. Being a government college and duly recognized by both UGC and NCTE, it follows the uniform curriculum structure for two years B.Ed programme implemented by the West Bengal University of Teachers' Training, Education, Planning and Administration from the session 2015-2017 and follows the four semester system. The college does not offer any self financed courses. As for rules and regulation regarding implementation and execution of curriculum, the college follows the instructions of the affiliating authority, The University of Burdwan. Several faculties of the college are actively associated with the process of curriculum construction and other related procedures. The college collects feedback from students on a regular basis and probable areas of improvement are analyzed and discussed and if required suggestions are presented to the concerned bodies of the university for perusal and considerations. The faculty members actively participate in various orientation programmes, workshops etc to update themselves regarding curriculum development and disseminate their experiences to the students. The college website also helps the students, alumni, local educational institutions, academic peers and other academically interested people to get regular updates on curriculum.

Criterion II: Teaching-Learning and Evaluation

Being a government college, this institution rigidly follows the instructions for online admission as clarified by the Department of Higher Education, Government of West Bengal. Initially admission information is provided in the college website and applications are invited online. After the publication of the merit list for admission are prepared on the basis of academic scores of the applicants, they are called for counseling and finally admission is done following the rules and regulations regarding reservation of seats for different categories. The faculties keep a constant vigil on the diverse learning needs of the students and ensure a conducive environment to teaching learning process. The students are encouraged to develop knowledge and skill and apply them in classroom situation. Different teaching learning resources like library, website, simulation, micro teaching, internship, and practicum are provided to the students throughout the course. The students are encouraged to use ICT based teaching learning materials in their classroom practices during internship. The evaluation process includes both continuous internal assessment as well as external term-end examinations. They are also asked to submit assignments for evaluation. The students have to secure qualifying marks in both theoretical and practical examination for successful completion of course.

Criterion III: Research, Consultancy and Extension

This institution motivates its faculties to take up research in education. At present 5 (five) of its faculties are pursuing their doctoral degrees in different fields of Education. The teaching faculties also present papers at various seminars and conferences of national as well as international level. The faculties have impressive number of publications to their credit at reputed journals of national and international standards. The students are also encouraged to take up minor research project under their guidance. The students are also encouraged to conduct action research under the guidance and co-ordination of concerned teachers. The institution offers various community outreach programmes and other interactive programmes for community development. This institution collaborates with different national and international organizations for academic development and other benefits. This institution

arranges for extension programmes such as workshops and seminars for the peer academic groups and teachers of practice teaching schools.

Criterion IV: Infrastructure and Learning Resources

The Govt. College of Education possesses an excellent physical infrastructure following the norms of NCTE comprising of a land area of 6.91 acres with a total built up area of 1650 sq meters. The college has sufficient number of ICT enabled classrooms along with library, reading room, laboratories, resource centre, guest room, common room, toilets and play ground. The campus is provided with continuous water and power supply and Wi-Fi connection for the comfort of the students. The college has a fully equipped language laboratory which is one of its kind in its academic fraternity. The institution has green surrounding with larger water bodies around it which naturally maintain the bio-diversity system. The nature club of the college having both teacher & student member take major role in sustaining the ecological environment. The infrastructure available is sufficient for additional intake and courses in future. The library is ICT enabled with the library management software LIBSYS to manage the computerized cataloguing of books. The library has one full time librarian recruited through the West Bengal Public Commission. Library advisory committee comprising four faculty members including the librarian regularly analyzes the requirements of books and other issue and places their suggestion. The institution is a member of INFLIBNET, N-LIST library consortium. The library can access as many as 6000 4e-journals & 13000 ne-books. The students & faculty members can have seamless access of the e-resources. The visually and physically challenged persons are not required to come to the in person. Books are issued to them directly as per requirement through library staff.

Criterion V: Student Support and Progression

Government College of Education, Burdwan has the lowest rate of drop outs. There has been exemplary performance by students in the university examinations and a proud tradition of rank holders is still being followed. The students of this institution also has high success rate in competitive examination like TET, NET or SET. The college provides both indoor and outdoor sports facilities to the students and encourages the students to take part in competitive sports events. The college collects feedback on a regular basis from students to maintain the standard

of excellence. Each year Students' Council is formed on common consensus and different sub-committees are to execute all activities properly and timely. The Alumni Association is the pillars of strength for this institution. The presence of alumnus in various programmes of the college strengthens the bond between the institution and the huge community of its students. The annual magazine, PRATITI also celebrates this spirit of love and loyalty. The faculties also extend their support and guidance to students past and present in matters related to their career. The college has already sent proposal for boys and girls hostels, accommodation for staffs and other facilities for future expansion which are under consideration of the concerned authority.

Criterion VI: Governance, Leadership and Management

The Government College of Education is one the leading institutions in the field of teacher Education. It nurtures the skill of existing deputed teachers for better classroom application as well as invokes young aspirants to be an ideal teacher. The college strives to establish itself successfully as a foremost teacher training college under The University of Burdwan and as well as its commitment towards advance teacher training. The long term aspiration of this institution is to develop it into a centre of inspiration for the pupil and centre of excellence in teacher education. There are several committees comprising of teaching faculties which provide recommendations and suggestions to the officer in charge for his consideration and implementation. The student council is formed every year to maintain democratic environment of the college. Different committees constituted by the institution for management of different institutional activities are staff / teacher council, development committee, internal quality assurance cell, women cell, grievance and redressal committee, alumni association, library advisory committee etc. Each year an academic plan is developed on the basis of requirement of curriculum and syllabus and it is followed as far as possible. Self-appraisal report of the individual staff members, students' feedback report and experts' feedback are studied carefully by the Principal / Officer – in – Charge and the Teachers' Council. As per UGC regulation and order of the state government, the faculty members enjoy the benefit of Career Advancement Scheme (CAS). Latest accounting software package, Integrated Financial Management System (IFMS) and MS Excel are used for the preparation of salary bill and accounting. The accounts of the college are audited regularly by qualified chartered accountant.

Criterion VII: Innovations and Best Practices

The college has established the internal quality assurance cell (IQAC) on 2nd December 2014 as per norms and guidelines of the UGC to ensure quality assurance. The quality of academic programs is also ensured through feedback by students and observation of faculties. The institution ensures issue of inclusion in its academic practices through different orientation program and following the norms and regulation for reservation for physically challenged, SC, ST, OBC (A &B) students during admission procedures as per policy and order of the state government. The institution endeavors to create learning environment that foster positive social interaction and active engagement in learning and self-motivation through different group activities like Wall Magazine, Project Work, Educational Exhibition, Educational Visits, and Excursion etc. In the classroom, student engagement and student reflection is encouraged through Pedagogical Analysis of content, Action Research, critical observation and discussion of teaching during demonstration lessons, Simulated Practical lessons, Block teaching, Practice teaching etc.

2.2: Criteria wise Analysis

2.2.1: Criterion I: Curricular Aspects

2.2.1.1: Curricular Design and Development

1. State the objectives of the institution and the major considerations addressed by them? (Intellectual, Academic, Training, Access to the Disadvantaged, Equity, Self development, Community and National Development, Issue of ecology and environment, Value Orientation, Employment, Global trends and demands, etc.)

Government College of Education has set out for its journey in 1964. The college is one of the leading colleges of teacher education in West Bengal. The college has its clear, distinct and community oriented following **objectives**:

- i. To organize teachers training programme under the guidelines of NCTE & rules and regulations by Higher Education Department, Government of West Bengal.
- ii. To organize teachers training programme under the guidelines of University of Burdwan and at present under the guidelines of The West Bengal University of Teacher's training Education, Planning and Administration.
- iii. To develop quest for knowledge and provide academic environment to both teacher educators (our faculty members) and student-teachers (deputed teachers and fresher prospective teachers).
- iv. To provide the faculty members and the students with the opportunities to undertake action research projects contributing to new insights into the teaching-learning process.
- v. To develop an understanding of the modern principles of pedagogy and its application to curriculum transaction and evaluation.
- vi. To enhance and sustain the quality of the teachers training programme.
- vii. To inculcate the spirit among students.
- viii. To prepare the student-teacher to be the Global Citizen through the training of co-operation and peaceful co-living.

- ix. To enable the students to live in harmony with oneself and with others in the profession, community and society at large.
- x. To inspire students for lifelong learning.
- xi. To inspire students for self- learning as well as self development;
- xii. To include innovative practices and technology to keep our programme in pace with modern era of information technology.
- xiii. To make the college environment ecologically congenial.
- xiv. To enable the students to inculcate sense of humanity, socialization and national emotional integration for community and national development.
- xv. To inculcate moral, cultural and ethical values among students.
- xvi. To include the excluded and disadvantaged groups.
- xvii. To establish ourselves as a role model in teacher training.

2. Specify the various steps in the curricular development processes. (Need assessment, development of information database pertaining to the feedback from faculty, students, alumni, employers and academic experts, and formalizing the decisions in statutory academic bodies)

The curriculum was designed and offered by the affiliating University i.e., the University of Burdwan upto the session 2014-2015. The same has been analyzed by the active participation of our faculty members. Programmes are integrated in the teaching-learning process based on the feedback from teacher educators, experts, students and alumni etc.

The curriculum was also frequently updated by the University of Burdwan (as and when needed) taking into account the needs of the society as advised by the experts from colleges and academia.

Government College of Education, Burdwan has been actively participated in this exercise by offering suggestions for updating the curriculum and syllabus from time to time.

The present curriculum is designed and offered by the Department of Higher Education, Govt. of W.B. and The West Bengal University and Teachers' Training, Education, Planning and Administration from the session 2015-2017.

Government College of Education, Burdwan has been also participated in workshops regarding New B.Ed. Curriculum on 9th September 2015 organized by Department of Education,

University of Burdwan and 24th September 2015 at University of Calcutta and offered their valuable suggestions for implementation of new B.Ed. Curriculum successfully.

3. How are the global trends in teacher education reflected in the curriculum and existing courses modified to meet the emerging needs?

The relevant Board of Studies under the University of Burdwan incorporates the modern trends in teacher education in the curriculum and changes it wherever and whenever necessary till 2014-2015. From the session 2015-2017 new curriculum introduced by the Department of Higher Education, Govt. of W.B. and The West Bengal University and Teachers' Training, Education, Planning and Administration. The Curriculum include the aspects relating to environmental education, peace and value education, pedagogy of different school subjects, understanding self, educational technology, computer education and text book analysis, Language the curriculum, Reading and reflecting on Texts, Learning and Teaching, Philosophical and Sociological Foundation, Dynamics of Curriculum Development, Drama and art Education, Micro Teaching, Simulated Teaching and Integrated Teaching, Gender Studies, Inclusive Education, Health Education, Vocational Education, Yoga Education etc.

4. How does the institution ensure that the curriculum bears some thrust on national issues like environment, value education and ICT?

The curriculum is framed by the affiliating University (B.U.) up to 2014. Sufficient thrust is placed on National issues like environmental education, value education, and information and communication technology.

In present Curriculum those three issues are also introduced. Value education is promoted by providing courses on Yoga Education, meditation, lectures on ethics, National Values and Self – Development programmes. Environmental and Population Education is promoted by courses on concepts and Population and Environmental Education. ICT is promoted by a paper on critical understanding of ICT. It is also be promoted by courses on concepts and challenges of integration of ICT in school, Internet and Educational Resources, MS office, Techno Pedagogic Skill etc.

Apart from this, the college celebrates various important national days like Independence Day, Republic Day and Teachers' Day, etc. Rabindra Smaranika, Sharodotsav etc. are also celebrated every year. Educational Technology and internet facilities are provided to teachers and the students. Power point presentation helps the students to conduct seminars, to make their project

successfully. The college has provided classes regarding different co-curricular activities and sessional activities in regular time-table.

5. Does the institution make use of ICT for curricular planning? If yes, give details.

Yes, the college uses the ICT in the planning of curriculum. CDs are prepared by the faculty members and the students and are being used it as teaching aids in the class room. Power point presentations are used in classroom teaching also. Students are encouraged to conduct the classes by using power point presentation during teaching practice in schools.

2.2.1.2: Academic Flexibility

1. How does the institution attempt to provide experiences to the students so that teaching becomes a reflective practice?

The teaching becomes a reflective practice in the following ways:

The trainee- teachers are given –

- (i) Pre- teaching counseling on B.Ed. Curriculum;
- (ii) Pre- Practice teaching counseling
- (iii) Micro-teaching
- (iv) Simulated teaching
- (v) Block teaching;
- (vi) Demonstration classes;
- (vii) Model teaching classes;
- (viii) Criticism Lessons
- (ix) Remedial Lessons
- (x) Seminar;
- (xi) Workshops;
- (xii) Team teaching;
- (xiii) Peer-Teaching.



2. How does the institution provide for adequate flexibility and scope in the operational curriculum for providing varied learning experiences to the students both in the campus and in the field?

The institution provides various experiences for the students as per prescribed curriculum like Microteaching, Teaching Practice, Simulated Teaching, Internal Assessment, Tutorials, Test, Field Trip, Excursion, Campus Activities, Gardening, Picnic, Action Research, Assignments, Self learning, Group learning and teaching theory subjects.

3. What value added courses have been introduced by the institution during the last three years which would for example: Develop communication skills (verbal & written), ICT skills, Life skills, Community orientation, Social responsibility etc.

The college has introduced the following value added courses:

- (i) Computer Applications
- (ii) Health Awareness Programmes
- (iii) Blood donation camp

4. How does the institution ensure the inclusion of the following aspects in the curriculum?

- i) Interdisciplinary /Multidisciplinary
- ii) Multi-skill development
- iii) Inclusive Education
- iv) Practice teaching
- v) School experience / internship
- vi) Work experience /Socially Useful Productive Work (SUPW)
- vii) Any other (specify and give details)

(Also list out the programmes/ courses where the above aspects have been incorporated)

i) Interdisciplinary /Multidisciplinary

The B.Ed. curriculum has various subjects which are interdisciplinary in nature. In the present curriculum Students have to undergo two curricular subjects – viz. Language Across the

Curriculum (LAC) and Understanding Discipline and Subjects , which are interdisciplinary. The method subjects are taught using the multidisciplinary approach.

ii) Multi-skill development

The institute stresses on the development of teaching skills, both in discrete and holistic manner. There is additional emphasis on development of creativity skill, ICT skill, social adjustment, critical thinking, leadership skills, skill of peer observation etc.

iii) Inclusive Education

The institution follows the rules of the State Government for inclusion of the SC/ST, Physically handicapped. A total 3% students admitted to the B.Ed. course are Physically Handicapped, 21% SC and 6% ST respectively. The Subject “Inclusive Education” is also included in the B.Ed. curriculum.

iv) Practice teaching

Practice teaching is the core-part of the B.Ed. Programme. Students are sent for teaching practice for a period of 12 weeks to various approved schools in Burdwan under efficient supervision and guidance by our faculties. Each trainee – teacher must deliver 40 lessons. Practice teaching comprises of observation and teaching. During their teaching practice, the teacher educators visit the schools where the students undergo teaching practice and provide guidance given to the students. At the end of the teaching practice, feedback from the teaching practice schools’ Head Masters and Supervisor Teacher Educator are collected.

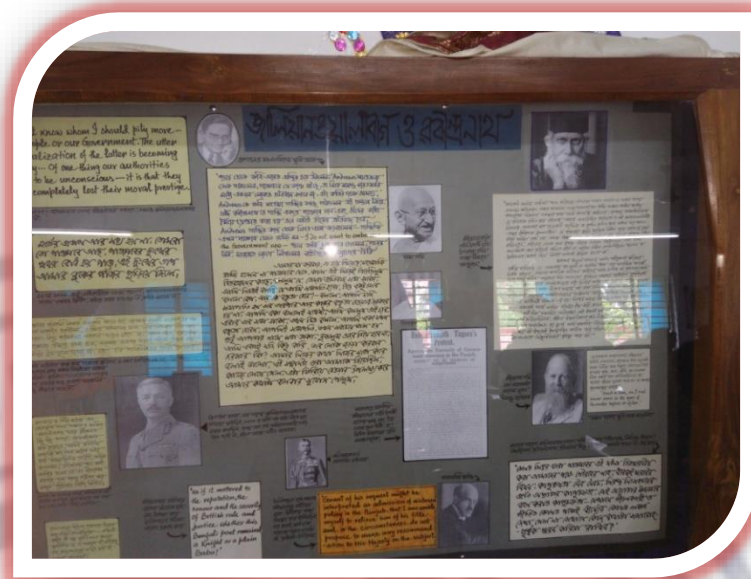
v) School experience / internship

The curriculum of Burdwan University did not include internship till 2014-2015 session. So there was a lot of emphasis on practice teaching. Present Curriculum (2015-2017) included school internship for a period of 4 months in Semester III. So, present curriculum has laid exclusive stress on school internship.

The trainees are familiarized day to day activities of the school during the teaching practice. The tasks are –

- i. Conducting morning assembly
- ii. Conducting classes
- iii. Conducting tests

- iv. Organizing science exhibitions
- v. Organizing games and sports cultural programmes
- vi. Performing Action Research
- vii. Conducting competitions like quiz, debate, essay writing, etc..
- viii. Carrying out case studies



During the teaching practice good learning experience is witnessed and inter-personal relationship between the student teacher and the institution is enhanced.

vi) **Work experience /Socially Useful Productive Work (SUPW)**

For fresher students practice teaching provided them an opportunity to experience professional life of a teacher. All students prepare teaching aids for practice teaching. Students get opportunity for work experience in school conducting their project works and different field work programme in curriculum.

vii) **Any other (specify and give details)**

Students are encouraged to conduct Exhibition, Wall Magazine, etc. Apart from this, they also presented seminar on different topics according to the last curriculum by University of Burdwan.

2.2.1.3: Feedback on Curriculum

1. How does the institution encourage feedback and communication from the Students, Alumni, and Employers, Community, Academic peers and other stakeholders with reference to the curriculum?

Feedback is collected from every student of the college at the end of the course regarding campus experience. There is an Alumni Association functioning in the college since . There is a provision for students to express their suggestions in ‘**Suggestions Box**’ kept in the college.

2. Is there a mechanism for analysis and use of the outcome from the feedback to review and identify areas for improvement and the changes to be brought in the curriculum? If yes give details on the same.

Yes. After receiving the feedback faculty members engage in decisions about the suggestions. Areas of improvement are identified and to send the suggestions to the university consideration for inclusion of changes.

3. What are the contributions of the institution to curriculum development? (Member of BoS/ sending timely suggestions, feedback, etc.)

Faculty members attend various workshops and seminar and contribute in valuable manner. The workshop on present B.Ed. syllabus organised by Department of Education, University of Burdwan on 9th September 2015 and by University of Calcutta on 24th September 2015 was attended by the member of the faculty who provided valuable suggestions.

2.2.1.4:Curriculum Update

1. Which courses have undergone a major curriculum revision during the last five years? How did these changes contribute to quality improvement and student satisfaction? (Provide details of only the major changes in the content that have been made).

The University of Burdwan has changed the structure and pattern of all papers of B.Ed. curriculum in 2013-2014 according to NCTE direction. The faculties of our college took the active part and put much contribution to the revision of the syllabus.

Present curriculum structure for two year Teacher Education Programme (B.Ed. & M.Ed.) in West Bengal constituted by Higher Education Department Government Of West Bengal. This institute follows this curriculum but it could send suggestions to the University as and when it requires.

2. What are the strategies adopted by the institution for curriculum revision and update? (Need assessment, student input, feedback from practicing schools etc.)

Students' needs are assessed before (Counseling) and during the course and the input from students regarding the curriculum is studied. Suggestions are collectively placed before the teacher council and send to regulatory bodies.

2.2.1.5: Best Practices in curricular Aspects

1. What is the quality sustenance and quality enhancement measure undertaken by the institution during the last five years in curricular aspects?

The faculty members are sent to various orientation programmes, refresher courses, national and international seminars and workshops to sustain the quality enhancement.

Seminars are conducted periodically. Both the faculty and the student-teachers develop communicative skills through seminars and debates. The faculty members are allowed to



participate in national and international seminars. Expert lectures are arranged for core papers.

2. What innovations/best practices in ‘Curricular Aspects’ have been planned/implemented by the institution?

- i. The faculty members are encouraged to attend different seminar for presentation of their respective papers.
- ii. The faculty members are encouraged to conduct Minor Research Projects (MRP) on current issues in education. Following table depicts the picture of MRP conducted by the faculty members:

Name of the Faculty	Title of the Project	Funding Agency	Duration	Amount Sanctioned
Dr. Kaushik Chakraborty	Theoretical study of compact astrophysical objects and galactic dark matter halo.	UGC	2 years	5 lac

- iii. The faculty members are encouraged to do Ph.D. work in their respective subjects.

Name of the Faculty	Area	Year of registration	Time of Course work
Dr. Sujata Raha	Education	2015	6 months
Prof. Baishali Basu	Bengali	2011, re 2016	6 months
Prof. Sudakshina Mitra	Education	2012	6 months
Dr. Mahua Basu Mallik	Education	2014	6 months
Prof. Goutam Pahari	Chemistry	2016	6 months

- iv. Students are also engaged to do Action research project as their curricular activities.
- v. Add on courses are conducted to strengthen the teaching skills using power point presentations.
- vi. National/State level seminars are organized to bring out recent trends in teacher education.

Name of the Convener	Title of the Seminar	Funding Agency	Duration	Amount Sanctioned
Sujit Chattopadhyay & Baisali (Basu) Roy Choudhury	ICT in Teacher Education and Training	College Development fund	March 4 & 5 2016	Rs- 80,000/-

- vii. Teacher Educators participated and presented their research papers in National and International seminars.
- viii. Feedbacks are collected, analyzed and discussed in the staff council and the suggestions are sent to the authorities of the affiliating university for their kind perusal and consideration.

2.2.2: Criterion II : Teaching-Learning And Evaluation

2.2.2.1: Admission Process and Student Profile

1. Give details of the admission processes and admission policy (criteria for admission, adherence to the decisions of the regulatory bodies, equity, access, transparency, etc.) of the institution?

Until 2014, admission process was centrally monitored by the Burdwan University and students were selected through a central counseling process at the campus of Burdwan University. 2015 onwards, as per instruction of the Director of Public Instruction, West Bengal, online admission has been introduced. Transparency in the admission process is maintained by making the whole process of selection online as far as possible.

2. How are the programmes advertised? What information is provided to prospective students about the programs through the advertisement and prospectus or other similar material of the institution?

Until 2014, the admission programme was centrally advertised by the Burdwan University. 2015 onwards admission programme is advertised online on college website.

Through our website the applicants are provided information regarding the location and rich history of the college. Along with that, we give them the details regarding the affiliation, NCTE recognition, academic programmes offered, admission procedure, fee structure, faculty members, curricular and co-curricular activities in the college etc.

3. How does the institution monitor admission decisions to ensure that the determined admission criteria are equitably applied to all applicants?

The process of application is online. Based on the academic scores of the applicants, the merit list is prepared and published online. During actual admission, the original documents are verified by the teacher-members of the admission committee.

4. Specify the strategies if any, adopted by the institution to retain the diverse student population admitted to the institution. (e.g. individuals of diverse economic, cultural, religious, gender, linguistic, backgrounds and physically challenged)

Some of the strategies taken up by the college authority to retain the diverse population of students of the college are as follows:

- Reservation of seats for admission for the SC, ST, OBC and PH candidates as per government norm
- Provision of tutorial classes and remedial teaching for the slow learners
- Use of ICT in classroom to ensure better learning of the students
- Encouraging students to participate in community based activities
- Organization of field trips and educational tours to ensure learning with enjoyment
- Regular cultural programmes within the college to ensure the development of the cultural and aesthetic qualities of the students
- Individualized attention to the students within and outside the classroom etc

5. Is there a provision for assessing student's knowledge/needs and skills before the commencement of teaching programmes?

There are some provisions for pre-teaching assessment of student knowledge/ needs used in our college. These are:

- The counseling programme during the admission process is informally used to analyze the need of the students
- In the orientation programme and talent hunt sessions before the actual commencement of teaching learning programme, the co-curricular skills and aesthetic qualities are assessed.

2.2.2.2 Catering to Diverse Needs

1. Describe how the institution works towards creating an over all environment conducive to learning and development of the students?

The students of the college are provided individual attention inside and outside the classroom by all members of faculty. The tutorial classes are held regularly as formative evaluation of the students. Teacher educators take remedial classes to address the learning difficulties of the students.

We organize block teaching, micro teaching programmes for the students before sending them to the teaching practical in schools. Thus the students get the opportunity to develop their teaching skills.

Teacher educators deliver their lessons with the help of ICT which ensure the motivation and participation of the students in the teaching learning process.

The college is located away from the noises of the city of Burdwan. It is adorned with greenery which makes this place conducive for teaching learning.

2. How does the institution cater to the diverse learning needs of the students?

Some of the measures taken up in the college to cater diverse learning needs of the students are as follows:

- We use Bengali, English and Hindi as the medium of instruction to help the students of linguistic community
- We use the counseling session during the process of admission as an opportunity for need analysis of the students and plan accordingly.
- We use smart classroom for teaching learning and properly use ICT to ensure learning of all student teachers.
- We provide individual care and support for differently able students.

3. What are the activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process?

There are various practicum included in the present B. Ed. Curriculum to realize the role diversity and equity in teaching learning process. These are:

- Participation in various community based programmes.

4. How does the institution ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse student needs?

We try to update the knowledge and sensitivity of the teacher educators to cater the diverse needs of the students in following ways:

- Through the feedback obtained in the grievance cell, the teachers get updated about the needs of the student teachers.
- In meetings of teachers' council the teachers get information regarding the diverse needs of the students.
- Teacher educators are always encouraged to maintain cordial relationship with the students so that they can convey their needs directly to the teachers concerned.

5. What are the various practices that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations?

Some regular practices regarding this are:

- Students are given the opportunity to enhance their skill through block teaching
- Before actual classroom teaching they are trained through micro teaching
- Teacher educators always encourage interaction and peer tutoring during pedagogical analysis, method classes, block teaching.
- Seats are reservation for SC, ST, OBC and physically handicapped students as per norms
- The differently able students are given lessons with other students in the class room and teaching practical programmes.

2.2.2.3 : Teaching learning process

1. How does the institution engage students in active learning? (Use of learning resources such as library, website, focus group, individual projects, simulation, peer teaching, role playing, internship, practicum etc.)

The student teachers are always encouraged to participate in various activities within and outside the college so as to learn actively through direct experiences as far as possible. However some specific instances are as follows:

- Students are allotted a class for library transaction in the time table. However, they are always free to access library resources in the college hours and read the books in the reading room.
- Students are encouraged to access the internet facility given in the library reading room in the manner specified by the librarian.
- In each course of the B. Ed. Curriculum, students are assigned some practicum works to be done by them and to be submitted to the college for the evaluation. The teacher educators guide them in these activities and help them with suggestions as and when necessary.
- Students actively participate in the preparation and publication of the wall magazine of the college. They also publish an annual printed magazine reflecting the activities within the college throughout the year.
- Students actively learn the teaching skills through the programmes of block teaching and teaching practical in the schools.
- Students organize annual sports, afforestation programmes, observation of Independence day, Republic day etc.
- Students participate in field trips and educational tours to learn from direct experiences as far as possible.

2. How “learning” is made student centered? Give a list of the participatory learning activities adopted by the institution and those which contributed to self-management of knowledge and skill development by students?

- In the time table of the college tutorial classes and remedial teaching are arranged regularly to help the slow learners of the class
- Use of ICT in classroom to ensure better participation in the teaching learning of the students
- Through the feedback obtained in the grievance cell, the teachers get updated about the needs of the student teachers.
- We use Bengali, English and Hindi as the medium of instruction to help the students of linguistic community
- Students actively participate in the preparation and publication of the wall magazine of the college. They also publish an annual printed magazine reflecting the activities within the college throughout the year.
- Students actively learn the teaching skills through the programmes of block teaching and teaching practical in the schools
- Students participate in field trips and educational tours to learn from direct experiences as far as possible.

3. What are the instructional approaches (various models of teaching used) and experiences provided for ensuring effective learning? Detail any innovative approach/ method developed and used.

- Although in regular class room transactions teacher educators use lecture and discussion method, however they almost always use ICT in classroom to ensure better participation of the students in the teaching learning process.
- Students actively learn the teaching skills through the programmes of block teaching and teaching practical in the schools.
- Students participate in field trips and educational tours to learn from direct experiences as far as possible.

- In each course of the B. Ed. Curriculum, students are assigned some practicum works to be done by them and to be submitted to the college for the evaluation. The teacher educators guide them in these activities and help them with suggestions as and when necessary.

4. Does the institution have provision for additional training in models of teaching? If yes, provide details on the models of teaching and number of lessons given by each student.

The student teachers are trained in Herbartian model of teaching and Icon model of teaching. In class room students get acquainted with

- Advance organizer model
- Concept attainment model
- ICON model

5. Do student teachers use micro teaching techniques for developing teaching skills? If yes, list the skills practiced and number of lessons given by each student per skill.

The students practiced teaching skills through micro teaching programme from the sessions 2012-13 as per the requirement of the curriculum. In accordance with the syllabus of Burdwan University the students practiced following skills

Teaching skills practiced	Number of lessons delivered
Skill of announcing the lesson	1+1
Using the blackboard	1+1
Skill of explaining	1+1
Questioning	1+1
Using the teaching aids	1+1

6. Detail the process of practice teaching in schools. (Lessons a student gives per day, lessons observed by the teacher educators, peers/ school teachers, feedback mechanisms, monitoring mechanisms of the school plans)

The students are sent for practice teaching programme to schools in second and third semester. The students prepare at least 60 lesson plans from two method papers with at least 35 from the major method subject.

Teacher educators supervise the lessons. They check the lesson plans and evaluate the execution of the lesson.

The feedback of the delivered lessons is given by the teacher educators through feedback form or the feedback book.

The teacher educators visit the practice teaching schools and supervise the lessons. They remain actually present in the class room during the execution of the lessons and monitor the teaching practical.

7. Describe the process of block teaching/ Internship of the students in vogue.

The student teachers deliver their block teaching for two weeks in the college premises before the fellow trainees and teachers. Each trainee is supposed to give one lesson on each of his or her method subjects. The record of this programme is kept by the teacher educators and students are awarded grade for their performance.

8. Are the Practice Teaching sessions/ plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes, give details of the same.

- The whole programme of practice teaching is arranged with the active participation of the school authority and the teachers of the college. In particular, the mentor teacher for the respective school keeps in touch with the school staff to make sure that the trainees are enjoying a proper atmosphere for their skill development.
- The attendance of the trainees are kept by the school authority and sent to the college at the end of the practice teaching programme.
- The lessons delivered by the trainees are supervised and evaluated by the senior subject teacher of the school in absence of the mentor teacher of the college.

9. How do you prepare the student teachers for managing the diverse needs of students in schools?

The student teachers are encouraged to acquire different teaching skills in the method classes by the method teachers. In next phase of learning, they practice the relevant skills in the block teaching programme. In Block teaching programme mentor teachers and peers give feedback to the students. The trainees are encouraged to use innovative teaching learning materials to reach out to all categories of learners. They are also encouraged to use ICT in class room to make teaching learning more effective.

10. What are the major initiatives for encouraging student teachers to use / adopt technology in practice teaching?

- Teacher educators regularly use ICT based teaching learning materials in the class room to encourage the students to learn to use the same.
- The trainees are given training in Internet, E-mail, Search engines, Safe serving mode etc to search for teaching learning materials online.
- They are trained in MS Word, MS Excel, MS Power Point, MS Access, and MS Publisher.
- They are trained in different techno-pedagogic skills.
- They perform practical works like installation of Windows operating systems and other essential softwares and utilities.
- They perform practical works using LCD projector, digital camera, camcorder, scanner, printer, interactive white board.

2.2.2.4 : Teacher Quality

1. Are the practice teaching plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details.

Yes, 60 days internship training is cooperatively planned by the mentor teachers and the school teachers for the successful completion of planned lessons.

2. What is the ratio of student teachers to identify practice teaching schools? Give the details on what basis the decision has been taken?

As per the availability of subjects in the schools supervisor teacher educator has been allotted in 10 schools for practice teaching in different places by the Officer-in-Charge. The ratio of the student teacher and school for the practice teaching is 5:1 (5 teacher students per school).

3. Describe the mechanism of giving feedback to the students and how it is used for performance improvement.

- (i) The teacher educator as well as the peer group provides feedback to the student teachers
- (ii) Verbal suggestions are given then and there after the class hours
- (iii) Observation is shared with the students and they are made aware of the corrections to be made for further improvement
- (iv) The teacher educators emphasize the necessity of incorporating useful corrections with a very optimistic attitude and sanguine approach.

4. How does the institution ensure that the student teachers are updated on the policy directions and educational needs of the schools?

The institution provides material related to policy directions in the college library. Office-in-Charge along with the staff members of the college keeps in constant touch with the Heads of the practice teaching schools.

5. How do the students and faculty keep pace with the recent developments in the school subjects and teaching methodologies?

The students and faculty keep pace with the recent developments in the school subjects and teaching methodologies by the following ways:

- (i) Availing library and Internet facility
- (ii) Book review for the school subjects
- (iii) During the practice teaching the students are supposed to write the lesson plans so that they go through the subjects truly Govt. College of Education, Burdwan

6. What are the major initiatives of the institution for ensuring personal and professional/career development of the teaching staff of the institution (training, organizing and sponsoring professional development activities, promotional policies, etc.)

The college encourages the teacher educators to attend seminars, conferences, workshops and also to do part-time research leading to Ph.D. degrees. The college deputed staff for in-service training programmes and orientation courses by sanctioning 'On Duty'. The teacher educator is encouraged to organize seminars, symposium etc., and the college spends the expenditure.

7. Does the institution have any mechanism to reward and motivate staff members for good performance? If yes, give details.

Yes, the institution has transparent policies on faculty incentives and rewards.

- (i) Faculty Performance Appraisal based on students feedback and Students Performance in University Examinations is made and teachers with best performance are rewarded.
- (ii) Teachers encouraging the students to obtain paper-wise 100% marks are regularly awarded.
- (iii) Teachers are awarded for their best research papers presented in the Govt. College of Education, Burdwan

2.2.2.5: Evaluation Process and Reforms

1. How the barriers to student learning are identified, communicated and addressed? (Conducive environment, infrastructure, access to technology, teacher quality, etc.)

The Head and the teacher educators of the institution take deep interest in providing a conducive environment to the students. The students feel free to express their difficulties in learning process. The barriers to students in learning are identified by the formal and informal evaluations. They are provided with a conducive and congenial atmosphere. During the tutorial hours the remedial instruction is given to students. Mentors are allowed for remedial instruction. Low achievers are provided guidance and counseling to improve their performance.

2. Provide details of various assessment /evaluation processes (internal assessment, mid-term assessment, term end evaluations, external evaluation) used for assessing student learning?

Theory Examination: Student teachers are evaluated on core, optional and method subjects. Students' continuous internal evaluation carries 30% marks and external, semester-end university examination carries 70% marks. Our college conducts two internal tests in each subject during the session. In addition, students need to submit assignments in each subject and deliver seminars periodically. Student-Teachers have to score minimum 40% marks in both the theory and practical examinations for the successful completion of course.

3. How are the assessment/evaluation outcomes communicated and used in improving the performance of the students and curriculum transaction?

The details of formative type of evaluation are explained in the remedial programme. Further the details about Continuous Internal Assessment would be provided to the students in the college notice board and website.

4. How is ICT used in assessment and evaluation processes?

Internal Assessment marks, Pass Percentage, Ranking, Overall Grading etc., are entered and calculated by using computers.

2.2.2.6: Best Practices in Teaching -Learning and Evaluation Process

1. Details on any significant innovations in teaching/ learning/evaluation introduced by the institution?

- (i) Students are assigned projects; they are encouraged to take part in group discussions.
- (ii) Self-evaluation, class evaluation and teacher evaluation are followed.
- (iii) Students are encouraged to take part in various competitions.
- (iv) Charts, models, CDs are used to help teaching and learning. Role-play and dramatization skills are used in Teaching.
- (v) The records are evaluated by parallel staff as well as by the Officer-In charge Govt. College of Education, Burdwan. Hence, records undergo double valuation scheme.
- (vi) Feedback obtained from students
- (vii) The teachers and students use ICT for developing teaching and learning strategies.
- (viii) Remedial classes for weak students
- (ix) Group and self-learning through assignments, seminars, practical sessions, etc.
- (x) Seminar-Lectures, Workshop, Debates to develop language and communicative skills
- (xi) Visit to important places in and around our district, state and country.

2. How does the institution reflect on the best practice in the delivery of instruction, including use of technology?

- (i) Classroom teaching with LCD is utilized.
- (ii) Classroom preparation using Internet
- (iii) E-journals, e-library, periodicals and reference books are utilized
- (iv) Power point presentations in classroom teaching
- (v) Faculty Development Programmes are organized regarding models of teachings
- (vi) Tutorial system is implemented seriously
- (vii) Faculty members are trained to teach ICT.

2.2.3: Criterion III: Research, Consultancy and Extension

2.2.3.1: Promotion of Research

1. How does the institution motivate its teachers to take up research in education?

The institution motivates its teachers to take up research in education by:

- i. Teachers are doing research for their doctoral degrees.
- ii. Adjustment in teaching schedule for their research activities
- iii. Providing secretarial support and other facilities to those who have registered for Ph.D,
- iv. Teachers without Ph.D., degrees have been encouraged to register for Ph.D. programme
- v. The Faculty members are freely allowed to use internet facilities at any time.
- vi. Usage of library is encouraged.
- vii. Teachers are encouraged to conduct Minor Research Project.
- viii. Faculty members are encouraged to publish their original writings in different magazines, journals, books.

Thus, Teachers are encouraged to participate in research related seminars/conferences/workshops.

2. What are the thrust areas of research prioritized by the institution?

Research on all aspects of education is encouraged. It depends on the researcher's own interest like Psychology, Educational Technology, Social Science, etc. As part of our curriculum, the student teachers conduct case studies. The action research is directly related to the problem faced by the school students and in the administration of the schools. The teacher trainees take steps and give suggestions to solve the problem.

Following are some of the thrust areas of research in the college:

- Educational Psychology
- Philosophy of Education
- Sociology of Education
- Economics of Education
- Educational Administration

- Education Evaluation
- Educational Technology
- Teacher Education and Teaching behaviour
- Curriculum construction and test books
- Social studies and education
- Library networking
- Language and literature

3. Does the institution encourage Action Research? If yes give details on some of the major outcomes and the impact.

Action Research is conducted by B.Ed trainees. Teachers coordinate the programme.

Area of Action Research – Problems of comprehension apprehension faced by school students

4. Give details of the Conference / Seminar / Workshop attended and/organized by the faculty members in last five years.

Details for last five years:

	International	National
No. of seminar attend	1	14
No. of seminar attend and paper presented	1	10
No. of workshop		3
No. of publication in journal	1	1
No. of publication in proceedings	0	5
No. of published books	0	0
No. of Articles published in books		1
No of published module in ODL B.Ed. Mode		1

2.2.3.2: Research and Publication Output

1. Give details of instructional and other materials developed including teaching aids and/or used by the institution for enhancing the quality of teaching during the last three years.

- Innovative teaching aids (charts, models) have been prepared by the trainees for teaching purpose.
- During the annual exhibition, trainees prepare teaching aids on different method subjects.
- A question bank containing objective type questions has been prepared and circulated for use by the students.
- Power point presentations have been prepared by teachers for use during teaching and students for use during practice teaching and seminar presentations.

2. Give details on facilities available with the institution for developing instructional materials?

The facilities available for developing instructional materials are as follows:

- Usage of appropriate teaching aids with audio-visual support
- Power point presentation is available
- The college provides technological hardware and software materials and multimedia support.
- Question bank and study material are available
- Resource materials are available in the library.
- Class notes are distributed in printed form.
- Photocopies of the scarce materials are available.
- Educational movies are shown.
- Language lab is available with all the necessary facilities. It enhances linguistic skills.

3. Did the institution develop any ICT/technology related instructional materials during the last five years? Give details.

ICT/ technology related instructional materials:

- Instructional materials are available in regards to ICT technology.
- Library is full of resources.

- Online browsing is available for the staff and students.
- LCD projector, multimedia speakers, handy camera and so on are provided.
- Sound system is available in the classrooms.

4. Give details on various training programs and/or workshops on material development (both instructional and other materials)

a. Organized by the institution

- Workshop on development of self leaning material.
- Workshop on innovation

b. Attended by the staff

c. Training provided to the staff

- Training of office staff

Training programmes are arranged regularly to provide the staff members with the recent development in the field of teaching, learning and administration.

5. List the journals in which the faculty members have published papers in the last five years.

Details for last five years:

	International	National
No. of seminar attend	1	14
No. of seminar attend and paper presented	1	10
No. of workshop		3
No. of publication in journal	1	1
No. of publication in proceedings	0	5
No. of published books	0	0
No. of Articles published in books		1
No of published module in ODL B.Ed. Mode		1

6. Give details of the awards, honors and patents received by the faculty members in last five years.

Nil

7. Give details of the Minor / Major research projects completed by staff members of the institution in last five years.

Nil

2.2.3.3 Consultancy

1. Did the institution provide consultancy services in last five years? If yes, give details.

Being a government college, the institution has rarely any scope for defunding any kind of professional consultancy services.

2. Are faculty/staff members of the institute competent to undertake consultancy? If yes, list the areas of competency of staff members and the steps initiated by the institution to publicize the available expertise.

The faculty members are competent to provide consultancy services in various areas like their own subjects, career guidance and counseling.

3. How much revenue has been generated through consultancy in the last five years? How is the revenue generated, shared among the concerned staff member and the institution?

Services rendered have been purely honorary in nature.

4. How does the institution use the revenue generated through consultancy?

Since the services are purely honorary in nature, such question does not arise.

2.2.3.4: Extension Activities

1. How has the local community benefited from the institution? (Contribution of the institution through various extension activities, outreach programmes, partnering with NGO's and GO's)

- The Nature Club of the college maintains a medicinal plant bed and organizes programmes to build environmental awareness.
- During practice teaching, applying new methods and aids in schools benefit the students.
- Annual exhibitions are attended by school children of local community.
- Workshops are arranged for the school teachers to develop their innovative methods of new curricular transactions process.
- Trainees are actively involved to the outreach programmes every year.

2. How has the institution benefited from the community? (Community participation in institutional development, institution-community networking, institution-school networking, etc.)

- The relationship shared with the practice teaching schools has been warm and cooperative. Interaction with the schools is done by both teachers and students.
- Public libraries cooperate with trainees to provide materials and information.



3. What are the future plans and major activities the institution would like to take up for providing community orientation to students?

- Adult education programme in local community.
- Collaborative programmes with organizations involved in education for children with special needs.

- To start spoken English classes for the local children
- To start short courses on computer skills
- To start life skill education for girl children
- To conduct more no of action research based on the local community

4. Is there any project completed by the institution relating to the community development in the last five years? If yes, give details.

- Blood donation camp
- Observance of Sampreeti Dibas
- Health awareness programme

5. How does the institution develop social and citizenship values and skills among its students?

The college goals include inculcation of citizenship values and skills among its trainees. Value based lectures are delivered by eminent personalities. Seminars on value education have been held on various occasions. Different group activities, both curricular and co-curricular, ensure that trainees develop the abilities of



working together in harmonious manner. Through student council activities, practice teaching, excursion, cultural and other programmes, the institution tries to develop leadership qualities, sympathetic attitudes, teamwork and a cooperative feeling.

2.2.3.5: Collaborations

1. Name the national level organizations, if any, with which the institution has established linkages in the last five years. Detail the benefits resulted out of such linkages.

- The college has established linkage among the Department of Education, University of Burdwan.
- SCERT- teachers are closely related with the council in organizing seminars, as resource persons in various workshops, preparing ICT based teaching aids.
- Netaji Subhash Open University – Organized B.Ed ODI programme conducted by the university.
- Department of Science and Technology, New Delhi
- West Bengal Voluntary Blood Donors' Forum
- Teachers are members of professional organizations.

These linkages have not only enlarged horizons of the institution but also contributed to meaningful exchanges and dialogues between institutions, faculty members and students.

2. Name the international organizations, with which the institution has established any linkage in the last five years. Detail the benefits resulted out of such linkages.

- Dr, Sujata Raha, Associate Professor in Bengali has delivered various lectures in Institute of Culture, Ramkrishna Mission.
- Dr, Sujata Raha, Associate Professor in Bengali has participated in seminar organized by International Society of Bengal Studies.
- Baishali Basu, Associate Professor in Bengali has participated in seminars organized by International Society of Bengal Studies.
- Baishali Basu, Associate Professor in Bengali has participated in DWIH lecture organized by German House of Research and Innovation.

Such involvements facilitated an exposure to the international scenario.

3. How did the linkages if any contribute to the following?

- **Curriculum Development**

Interactive linkages helped the institution to reframe the operational curriculum. New ideas have resulted in incorporation of training in variety of fields.

- **Teaching**

New channels of communication have opened up due to these linkages and enriched the teaching learning environment of the institution.

- **Training**

Training techniques have improved as a result of exposure. Training in communication skills, computer skills have been incorporated.

- **Practice Teaching**

Meaningful dialogues with schools and other teachers' training institutions have helped to properly frame the rules and regulations governing practice teaching.

- **Research**

Interactive links have enriched the research process of trainees.

- **Consultancy**

The faculty are frequently called upon to render their services in many institutions and organizations.

- **Extension**

Extension activities have brought teachers and students in contact with organizations working in related areas.

- **Publication**

When the faculty members have acted as resource persons or participated in similar activities, the papers presented by them have been published.

- **Student Placement**

Informal contacts have grown as a result of such links and trainees have been placed in institutions.

4. What are the linkages of the institution with the school sector? (Institute-school-community networking)

Linkages with the school sector are developed through practice teaching. The Boards of Primary, Secondary Education and Higher Education Council are also linked to the institution. Outreach programmes related to awareness building activities in the local community have established valuable link.

5. Are the faculty actively engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching. If yes give details.

Teachers accompany the trainees when they contact the Practice Teaching School. Planning of the programme of practice teaching including the syllabus and the time table to be taught by trainees is done in consultation with the subject teachers of the school.

6. How does the faculty collaborate with school and other college or university faculty?

During practice teaching, the trainees, mentored by the faculty, become part and parcel of the school and they contribute in their day to day programme.

2.2.3.6: Best Practices in Research, Consultancy and Extension

1. What are the major measures adopted by the institution to enhance the Quality of Research, Consultancy and Extension activities during the last five years?

The college encourages teachers to take up consultancy and research work outside the college. Regular extension activities have been conducted in nearby schools for their academic achievement and personality development of school children.

2. What are significant innovations / good practices in Research, Consultancy and Extension activities of the institution?

- Action research programme has been initiated. Though it is still at a fledging stage, attempts have been made to develop in trainees an awareness of the need of action research in schools and a preliminary training is provided.
- In this age of right-based education, the institution is doing valuable work in the areas of literacy development by each one teach one programme.

2.2.4: Criterion IV: Infrastructure and Learning Resources

2.2.4.1: Physical Facilities

1. Does the institution have the physical infrastructure as per NCTE norms? If yes, specify the facilities and the amount invested for developing the infrastructure. Enclose the master plan of the building.

Government College of education, Burdwan possesses an excellent physical infrastructure as per NCTE norms.

- a) The land area of the college is 6.91 acres, in which the total built up areas including old and new building is 1650sq.mts approximately.
- b) The campus has two buildings – old building and new building

Old building

There are principal's room, two clerical's room, library, reading room and two staff's toilets at the ground floor and on the first floor there are too many rooms like Music room, Chemistry lab, History room, old teachers' common room, Computer lab, Store room and two toilets.

New building

It is also called classroom building. At the ground floor there are wide passage for entrance, staff common room, class room-1, physical education room, conference hall, laboratory, language laboratory, staff toilet and staircase.

First floor accommodates classroom-3, psychology room and resource centre, physical science laboratory, work education/education room, mathematics and science room, biology laboratory, guest room, student's toilet, boy's common room and girl's common room.

- c) Play grounds and sports room with all sports materials are there.
- d) There are 24 hours water supply and power supply with UPS and generator connections.
- e) Along with the above mentioned physical infrastructures, the campus is well accommodated with a beautiful flower garden, a pond, flag hosting stand and the boundary wall surrounded with leafy trees.
- f) There are a few academic board, wall magazine board on the walls of new building.

2. How does the institution plan to meet the need for augmenting the infrastructure to keep pace with the academic growth?

Government College of education, Burdwan was established in the year 1964 as a teacher training college, since then it works successfully to provide qualitative education to the trainee teachers, the future maker of society. As per present N.C.T.E norms, the college admits 50 students for first year And 50 for second year, in two year B.Ed. course. The infrastructure available for 100 students is more than sufficient. The college authority would expand the infrastructure in case of requirement and initiation of additional intake and additional course in future. The building has much provision for expansion.

Presently, this college has 12 full time teaching staff and 9 non- teaching staff which refer to a satisfactory teaching, non-teaching and student ratios. Besides conventional subjects, the college has introduced and offered a variety of subjects for method like Bengali, English, Hindi, History, Geography, Economics, Mathematics, Physical science, and Education.

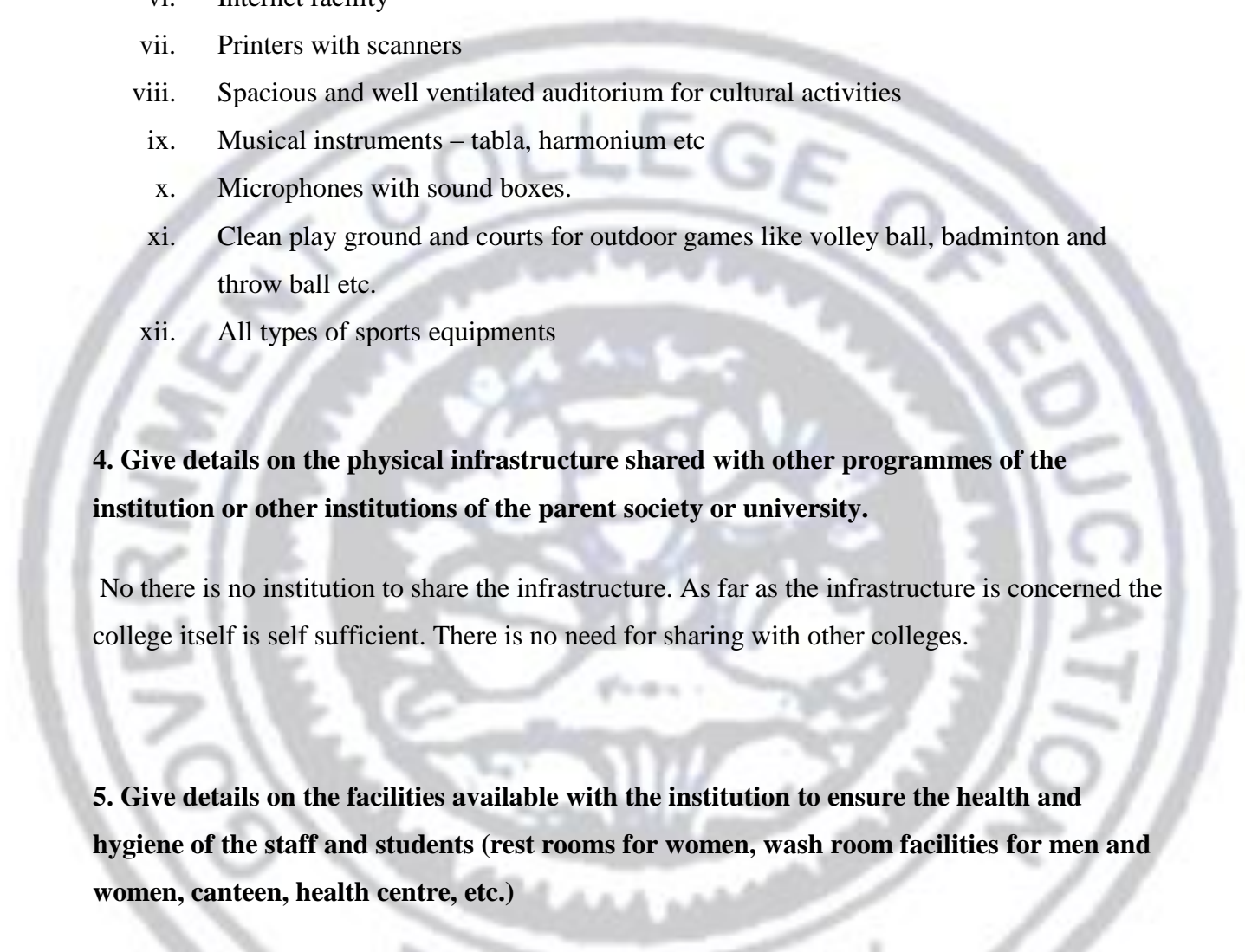
During the last few years, sufficient number of laptops, desktops, internet connection has been provided to facilitate the teaching learning of all subjects. OHPs are provided in all general classrooms and are regularly used in classroom teaching. LCD projectors, CD players have also been made available to meet the needs of the academic growth of the institution.

3. List the infrastructure facilities available for co-curricular activities and extracurricular activities including games and sports.

The aim of the college is overall personality development of the students (the present deputed teachers and the fresher prospective teacher). So the students are exposed to a variety of co-curricular, extra-curricular, social and community development activities on and off the campus.

The facilities available for co-curricular and extra-curricular activities are as Follows:

- i. Well equipped method laboratory
- ii. Computers in principal's room, office room, library room, staff room, math room.

- 
- iii. Audio video systems in class room and for other purpose.
 - iv. Class room projector.
 - v. Laptops
 - vi. Internet facility
 - vii. Printers with scanners
 - viii. Spacious and well ventilated auditorium for cultural activities
 - ix. Musical instruments – tabla, harmonium etc
 - x. Microphones with sound boxes.
 - xi. Clean play ground and courts for outdoor games like volley ball, badminton and throw ball etc.
 - xii. All types of sports equipments

4. Give details on the physical infrastructure shared with other programmes of the institution or other institutions of the parent society or university.

No there is no institution to share the infrastructure. As far as the infrastructure is concerned the college itself is self sufficient. There is no need for sharing with other colleges.

5. Give details on the facilities available with the institution to ensure the health and hygiene of the staff and students (rest rooms for women, wash room facilities for men and women, canteen, health centre, etc.)

- i. The college building is well furnished and properly maintained.
- ii. Separate toilet facilities for male and female are provided for students and staff.
Attached toilet facilities are provided in Principal's room and faculty room.
- iii. To ensure purity of drinking water facility, periodic cleaning and maintenance of water tanks are carried out. The college authority has provided the stakeholders with Aqua Guard connections to provide purified drinking water.
- iv. The entire premises are kept cleaned by sweeping and mopping regularly.
- v. First aid kit is provided in the college.

- vi. Awareness lectures by the local eminent doctors on Health and Hygiene are organized to bring awareness among the students.
- vii. The library has a good number of books on health education.
- viii. Fire Extinguishers are installed in important places of the building.
- ix. The institution has no health care centre, but we can seek medical help from the local doctors and nearby medical college.
- x. Burdwan railway station is in the near proximity of the college, so the college is well connected with railway. Public and private transportation is well available; still transportation is provided immediately for the student and staff in case of any emergency.

6. Is there any hostel facility for students? If yes, give details on capacity, no of rooms, occupancy details, recreational facilities including sports and games, health and hygiene facilities, etc.

No there is no hostel facility for students. But we have taken a proposal for boys and girls hostel which has been sent to the concerned authorities.

2.2.4.2: Maintenance of Infrastructure

1. What is the budget allocation and utilization in the last five years for the maintenance of the following? Give justification for the allocation and unspent balance if any.

The records available from the college office for the last three years of budgetary allocations are furnished herewith:-

BUDGET ALLOCATION OVER THE LAST THREE YEARS FOR MAINTENANCE PURPOSES

YEAR	2013-2014	2014-2015	2015-2016
01-Electricity	630000	350000	280000
02-Telephone	55000	37000	35000
04- Other Office Expenses	180000	140000	80000
14-Rent, rates, taxes	80000	60000	45000
19- Maintenance	4500	3000	8000
50-Other charges	310000	728113	60000
008-Dev. For Govt. Colleges	78000	30000	25000

BUDGET UTILISATION OVER THE LAST THREE YEARS FOR MAINTENANCE PURPOSES

YEAR	2013-2014	2014-2015	2015-2016
01-Electricity	9845	106534	103045
02-Telephone	40675	43842	32653
04- Other Office Expenses	40303	41248	39926
14-Rent, rates, taxes	42750	42750	42752
19- Maintenance	nil	Nil	7690
50-Other charges	164095	701433	59934
008-Dev. For Govt. Colleges	10355	nil	24901

BUDGET UNSPEND OVER THE LAST THREE YEARS FOR MAINTENANCE PURPOSES

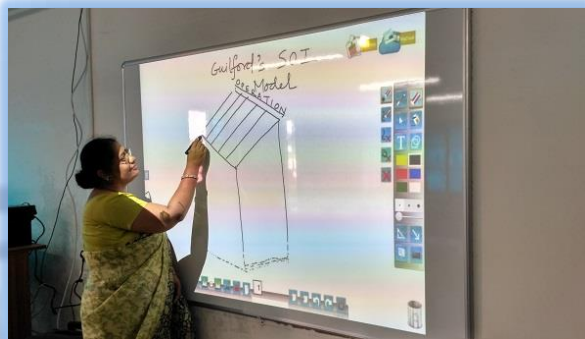
YEAR	2013-2014	2014-2015	2015-2016
01-Electricity	620155	243466	176955
02-Telephone	14325	-6842	2347
04- Other Office Expenses	139697	98752	40074
14-Rent, rates, taxes	37250	17250	2248
19- Maintenance	4500	3000	310
50-Other charges	145905	26680	66
008-Dev. For Govt. Colleges	67645	30000	99

2. How does the institution plan and ensure that the available infrastructure is optimally utilized?

The special needs of the students, known from several close personal contracts and also from their feedback, are discussed in the IQAC meeting regularly in every need. Both academic and co-curricular activities are planned every year before the commencement of the session. In order to optimally utilize the available infrastructure facilities several measures are taken. Some of those are listed below.

- (i) The buildings are used for administration, teaching and as examination centre for the students.
- (ii) The well maintained Library is used for reference and enrichment of knowledge by students (the present deputed teachers and the fresher prospective teacher), research scholars and staff members.

(iii) The playground is used for training the students for their physical fitness. Games and sports activities are also done on regular basis.



(iv) The audio-visual materials are utilized for training the students

in developing teaching and thinking skills.



(v) Cinema film and other documentary films are shown for amusement and refreshment.

(vi) The computer laboratory is used by students as well as the

faculties to prepare word documents and power point slides for presentation, to browse the internet, and to do other ICT related project works etc.

(vii) Language laboratory of the institution is one of the best in its category.



(viii) Laboratory in each subject is used for developing experimental skills, demonstration skills, problem-solving skills, construction skills and improvisation skills among the students.

3. How does the institution consider the environmental issues associated with the infrastructure?

The college environment provides bushy green area with grassy field, surrounded by shrubs, small and medium sized trees, and old big trees. There are more than one water bodies in and around the campus which naturally maintain the bio- diversity system. We are facilitated by free air, proper sanitation, and fire protection, a strong and structurally stable building. The maintenance work of the whole area is done by the casual staff on day basis payment.

There is a nature club formed by teachers, students who take a major role in sustaining ecological environment. This club maintains the Medicinal plant bed of the college, arrange awareness programme on environmental issues.

2.2.4.3: Library as a Learning Resource

1. Does the institution have a qualified librarian and sufficiently technical staff to support the library (material collection and media / computer services) ?

Recruited through Public Service Commission, W.B., the institution have one full time Librarian with M.A , M.Lib.Sc., UGC—NET & qualified West Bengal Civil Services (WBCS) in Gr. A cadre.

There is no Group C, Group D or any technical support staff to the library

2. What are the library resources available to the staff and students?

- | | | |
|--------------------------|--------------------------------------|--------------------------------|
| i) Books : | a) Text Books & others ----- | 7160 |
| | b) Reference books ----- | 2540 |
| ii) Journals: | a) National ----- | 03 |
| | a) Online journals ----- | 6000+ through INFLIBNET N-LIST |
| | b) E- books ----- | 13500+ Do |
| iii) Software ----- | LIBSYS , Library management software | |
| iv) Internet Access----- | YES | |

3. Does the institution have in place, a mechanism to systematically review the various library resources for adequate access, relevance, etc. and to make acquisition decisions. If yes, give details including the composition and functioning of library committee.

There is a library committee comprising four faculty members including the librarian, which reviews off and on the present situation of the library. The suggestion of the committee is considered as far as possible.

**4. Is your library computerized ?
If yes, give details.**

The library management software **LIBSYS** has been installed to computerize the library collection. Computerization of newly acquisitioned books is in progress. However, retrospective conversion of the library collection is yet to be done.



**5. Does the institution library have computer, Internet and Reprographic facilities ?
If yes, give details on the access to the staff and students and the frequency of use.**

The library has one computer, where the computerization of library database is on the process. It has Broad Band Internet connectivity. Reprographic facility is provided to the students as and when they require. The students and staff of the college enjoy open access facility to the library collection. Library service is also extended to the ex-students, ex- faculty members, as a special case. Reference service is also rendered to the students of other colleges, as and when it is required.

6. Does the institution make use of Inflibnet / Delnet / IUC facility? If yes, give details.

The institution is a member of INFLIBNET, N—LIST library consortium. The library can access as many as 6000 e-journals & 13000 e-books. The students & faculty members can have seamless access to the e-resources.

7. Give details on the working days of the library ?



The library is open for 210 days in an academic year.

	<u>Monday—Friday</u>	<u>Saturday</u>
Opening hours :	11.00 a.m--- 5.00 p.m.	11.00 a.m.---3.30 p.m.
Book Issue :	11.30 a.m.--- 4.00 p.m.	NIL
Reading Room :	11.00 a.m.--- 5.00 p.m.	11.00 a.m.---3.30 p.m.

8. How do the staff and students come to know of the new arrivals ?

The new arrivals of the library books are notified through library notices to the faculty and students. New arrival list and jackets are displaced in the library notice board.

9. Does the institution's library have a book bank ? If yes, how is the book bank facility utilized by the students?

No , the institution library has no book bank facility.

10. What are the special facilities offered by the library to the visually and physically challenged persons?

The visually and physically challenged persons are not required to come to the in person. Books are issued to them directly as per requirement through library staff.

2.2.5: Criterion V: Student Support and Progression

Session	Total			Male			Female		
	AD	AP	D	AD	AP	D	AD	AP	D
2012-13	65	65	nil	40	40	nil	25	25	Nil
2013-14	65	61	04	33	31	02	32	30	02
2014-15	63	61	02	30	30	nil	33	31	02
2015-17	53	43	10	31	28	03	22	15	07
2016-18	49	44	05	24	23	01	25	21	04

2.2.5.1 : Student Progression

1. How does the institution assess the students' preparedness for the programme and ensure that they receive appropriate academic and professional advice through the commencement of their professional education programme (students' pre-requisite knowledge and skill to advance) to completion?

- At the time of admission we interact with each student individually to assess his/her needs, interests, aptitude and attitude regarding the course.
- At the beginning of the course an interactive session is held where the students share their background interests, abilities and their aspirations. They are also asked to perform songs/ extempore/ recitation etc. which reflect their area of interest.
- A questionnaire is used not only to assess students' readiness but also to evaluate their needs.
- Just before the commencement of practice teaching a questionnaire is used to analyse their attitude about classroom communication and to find out the dimensions which act as barriers to their classroom communication
- Demonstration lessons are carried out followed by Micro Teaching lessons (to develop their communication skills) and Block Teaching Programme which help subject teachers

to assess the trainees' strengths and readiness and enable them to overcome their short comings and get prepared for their teaching assignment.

- Continuous internal assessment of various assignments helps the teachers to evaluate the extent of students' acquisition of theoretical knowledge.
- Constant mentoring and feedback (both oral as well as written) is provided during the practice teaching programme to ensure that the trainees improve on their teaching skills.

2. How does the institution ensure that the campus environment promotes motivation, satisfaction, development and performance improvement of the students?

- The sprawling green campus and the calm serene environment provides an ideal atmosphere conducive for teaching-learning.
- A student's council with its various committees and sub-committees is elected and they organize different cultural events throughout the year. The members of these committees work together under the guidance of the teachers to make the programmes successful. But at the same time they are given ample freedom to express their thoughts nurture individual talents, develop their organizational abilities and motivates them to try out novel ideas and participate in new activities.
- Games and sports facilities (both indoor and outdoor) are provided by the institution and an annual sports is held towards the end of the session.
- Our institution takes pride in the fact that there exist a cordial relation between the faculty and the students and this acts as a positive force behind the success of the students.



3. Give gender-wise drop-out rate after admission in the last five years and list possible reasons for the drop out. Describe (if any) the mechanism adopted by the institution for controlling the drop out?

The college has been giving counseling to the students from the beginning and that it is necessary to complete the course successfully. The dropout rate is very negligible in the previous academic years. Only the students left on getting employment in the government and private sectors.

AD= Admitted, AP = Appeared for exam, D= Dropout

Serial No.	Session	Names of students	Reason for dropout
	2016-18	Mampi Howladar	Admission in BU Campus
		Sananda Dey	Do
		Annapurna Mal	Do
		Tithi Bhattacharya	No information
	2015-17	Prabir Kumar Ghosh	Qualified NET/JRF,
		Lipika Bhattacharya	No information given
		Lipika Chakraborty	Do
		Koel Banerjee	Do
		Promita Das Sarkar	Do
		Aparna Dutta	Do
		Priyanka Singh	Do

		Tanmoy Das	Do
		Inzamamul Hak	Placement BurdwanTreasury
		Sampa Ghosh	Placement Electricity Board
		Saikat Mukherjee	Placement CISF
	2014-15	Dr Sumana Sarkar	No information given
		Kana Mondol	No information given
	2013-14	Sk Monirul Islam	No information given
		Rimpa Chatterjee	No information given
		Rita Bhakta	No information given
		Pramit Rej	No information given
	2012-13	Nil	-----

4. What additional services are provided to students for enabling them to compete for the jobs and progress to higher education? How many students appeared/qualified in SLET, NET, Central/State services through competitive examination in the last two years?

- There is a guidance and counseling cell to guide and advice the students as and when required and among other services the cell provides career counseling to students regarding their future prospects.
- Expert trainees from Path Finder conducted a programme on preparation for West Bengal School Service Programme and other competitive examinations on 27.07.2016.

- The library has books and magazines than can be used by students for preparation for competitive examinations.
- Ex- students who have successfully cleared such examinations/interview are invited by the institution to share their experiences and suggestions with the present students.
- There is a career guidance corner/notice board near the library which displays information related to job advertisements, competitive examinations

Session	Qualified in	No. of students
2013-14	<ul style="list-style-type: none"> • NET/SLET • WBSSC/WBPTE • OTHERS 	2
2014-15	<ul style="list-style-type: none"> • NET/SLET • WBPSC/WBPTE • OTHERS 	3
2015-17	<ul style="list-style-type: none"> • NET/SLET • WBSSC/WBPTE • OTHERS 	2

5. What percentage of students on an average goes for further studies / chooses teaching as a career? Give details for the last three years?

A good number of students go for further studies and mostly choose teaching as their career.

Most of our students choose teaching (either school or college) as a career. Details are given below:

Session	Teaching	Higher STD	Others
2012-13	5	2	0
2013-14	4	3	1
2014-15	3	2	1

6. Does the institution provide training and access to library and other education related electronic information, audio/ video resources, computer hardware and software related and other resources available to the student teachers after graduating from the institution? If yes give details on the same.

- Trainees who have graduated from the institution can access both library with prior permission from the head of the institution.
- Besides the institution conducted a 2 day workshop on 'Innovations in Curriculum Transactions' with SCERT and financed by the Govt. of West Bengal where many of our ex-students participated.
- The alumni members, (ex-trainees of the college) meet regular by at the college premises and they are given every opportunity to access the ICT resources whenever necessary.
- The institution shares information regarding programmes (both cultural and educational) with ex trainees though social networking sites (WhatsApp and Face Book)

7. Does the institution provide placement services? If yes, give details on the services provided for the last two years and the number of students who have benefited.

Formally no such placement cell, but frequently some employers seek students from the faculties and subsequently they try to place the students in the vacancies.

Most of our trainees opt for recruitment through WBSSC or go on for M.Ed to compete for WBCSC and colleges through PSC. Very few students opt for jobs in private schools or

colleges. They are given advice by the method teachers when required. Besides there is an information notice board near the library where employment related information is also displayed.

8. What are the difficulties (if any) faced by placement cell? How does the institution overcome these difficulties?

Due to the demand for qualified teachers, the institute does not face any major problems in placing students in schools. The students can get their job from West Bengal School Service Commission and Public Service Commission.

9. Does the institution have arrangements with practice teaching schools for placement of the student teachers?

The student-teachers are arranged to do their practice teaching in government aided schools mainly. The recruitments to these government aided schools are made through the West Bengal School Service Commission; so nothing can be arranged in this regard. But majority of our students are selected for the appointment to the government and government aided schools by the West Bengal Public Service Commission and or West Bengal School Service Commission.

10. What are the resources (financial, human and ICT) provided by the institution to the placement cell?

There is no formal placement cell, but the college prepares the fresher students for their easy entry in service.

2.2.5.2: Student Support

1. How are the curricular (teaching- learning processes), co-curricular and extracurricular programmes planned, (developing academic calendar, communication across the institution, feedback) evaluated and revised to achieve the objectives and effective implementation of the curriculum?

- Programmes, both curricular and co-curricular, are planned keeping in mind the vision and mission of our institution.
- The academic calendar is planned and prepared by the concerned faculty members after careful deliberation by all the faculty members keeping in mind the problems faced in the previous year and feedback/suggestions from students and staff.
- Existing programmes are continuously modified and new ones are introduced regularly.
- Curricular activities are regularly evaluated and revised according to the needs of the current session.
- Every year before the commencement of the practice teaching, a meeting is arranged with the heads of the various institutions and the programme is chalked out keeping in mind the needs of these institutions and on the basis of their valuable suggestions.
- Co-curricular activities are planned and prepared by the faculty members of various committees but they are discussed at length with the student representatives in those committees and their suggestions are valued and incorporated.
- The faculty members attend workshops and seminars related to effective teaching- hearing and evaluation to enhance their skill and upgrade their knowledge and share there with one and all once they rejoin the institutions. The college always welcomes new ideas and is eager to put them into practice.





- The institution has arranged workshops and seminars on teaching learning process to deliberate on novel techniques of curricular implementation and evaluation.
 - Two days national seminar on ICT in teacher education and training 04.03.16/05.03.16
 - Workshop on Low cost teaching learning materials 04.02.16
 - Workshop on teacher education and current trend 05.02.16
 - Workshop on Drama and Script Writing 11.02.16
 - 2 days workshop Innovation in Curriculum Transaction and Practices on 30th & 31st August 2016

2. How is the curricular planning done differently for physically challenged students?

- No major changes have been necessary. But special provisions in the following areas have been undertaken for the PH students.
- The PH students were exempted from compulsory attendance in activities like sports and rallies. However, many of them enthusiastically participated in such programmes in spite of their respective challenges.
- Such students are given first preference when allocating students in practice teaching schools so that it becomes convenient for them to commute both to that school and our college.

- When allocating practicum topics of various papers, it is seen that the physically challenged trainees face no difficulties in completing these practical's. For eg. In course 1.1.1 during the session 2015-17, the practicum was such that students could either collect data from schools or home and orthopedically challenged was given the topic for her convenience.
- Mentor students are appointed to assist them whenever required
- Classroom arrangements are modified to their needs and requirements. For e.g. the classroom was shifted from 1st floor to ground floor for the students of batch 2015-17 during semester-III
- A ramp has been constructed
- However it is to be noted that PH students every year successfully complete all co-curricular activities in spite of the various challenges they face and enthusiastically participate in all activities

3. Does the institution have mentoring arrangements? If yes, how is it organized?

- While conducting practicum work for some courses, students are divided into groups, each under a separate teacher who acts as their mentor and guides them in their practicum work
- Students were divided into groups under different teachers for tutorials
- Method teachers pay individual attention to them respective trainees throughout the year
- Co-curricular activities are planned by the respective committees under the guidance of the faculty members of that committee
- During practice teaching –
 - ✓ There is a separate teacher in charge of a particular school and it is he/she who acts as a mentor and guides the trainees assigned for that school. She helps them to chalk out their time table, approves their lessons, supervises them and solves the various problems they may face during practice teaching
 - ✓ The mentor teacher accompanies the trainees to the particular school, introduces them to the principal/headmaster, and assists them to prepare a master time table.
 - ✓ The mentor teacher observes the lessons guides the trainees and provides critical feedback during practice teaching
 - ✓ Most of the lessons are supervised by the mentor teacher
 - ✓ She guides the students during peer observation and self evaluation
 - ✓ She keeps constant vigilance over the trainees and conveys their problems to the head of the institution and to the college authorities for solving them.
 - ✓ She makes necessary arrangements for final teaching examination.

4. What are the various provisions in the institution, which support and enhance the effectiveness of the faculty in teaching and mentoring of students?

- Lecturers, seminars and workshops have been organized which enhances the teaching-learning process.
- The library has numerous books and journals
- Teachers are regularly sent for professional improvement programmes as well as seminars and workshops
- Micro teaching and block teaching is carried out to enhance the teaching skill of the trainees. Though these demonstrations lessons not only the teacher trainees develop their teaching skills but also the faculty members are constant in this learning process.
- Feedback is taken from students on the effectiveness of various curricular programmes and the institution tries to modify the curricular to enhance the effectiveness of the teaching-learning process.
- Our institution has well developed ICT facilities which helps both the teachers and the learners.
- The institution has a language laboratory which is not only useful for the students of language group but one and all for the EPC (enhancement of professional competency) of the learners (teacher trainees)
- The guidance and counseling cell provides guidance to the students in various ways. They try to address grievances of students regarding teaching-learning as well as other matters.

5. Does the institution have its website? If yes, what is the information posted on the site and how often is it updated?

The website of the college is www.gccburdwan.in

The information posted includes:

- About the institution –location and contact details
- The brief history of the institution
- Its mission and vision
- Academic programme
- Faculty profile
- Admission details

- Fee structure
- Facilities and activities

The information posted is updated once a year at the time of admission and also as when necessary.

7. Does the institution have a remedial programme for academically low achievers? If yes, give details.

The college has a remedial programmes for low achievers

- low achievers and slow learners are identified during tutorial classes and support is provided to them in the form of

- Special classes/remedial class
- Special assignments
- Guidance and counseling

8. What specific teaching strategies are adopted for teaching (a) Advanced Learners and (b) Slow Learners?

a) The Advanced learners are encouraged and motivated in the following ways

- Trainees who are advanced in teaching skills (mostly deputed teachers) are encouraged to demonstrate in micro teaching and block teaching sessions
- They are chosen as group leaders during practice teaching
- Trainees are encouraged to participate in activities in which they excel. They head the various committees such as Debate and Seminar committee, literary committee, ICT Committee etc.
- While conducting Action Research in schools and various other practicum's the advanced learners are chosen to lead their groups.
- Peer tutoring is encouraged in our institution and the advanced learners assist the slow learners to overcome their difficulties.

b) Remedial programme is organize by our institution to meet the needs of the slow learners

They are identified and then remedial classes, peer tutoring sessions and intensive practice opportunities for developing teaching skills are provided.

9. What are the various guidance and counseling services available to the students? Give details.

There is a guidance counseling cell in the institution

- It is supervised by a faculty member who acts as a convener and two other members from the faculty
- Its activities include
 - Counseling individual students
 - Counseling the slow learners as part of the remedial programme
 - Conducting pre-teaching counseling practices
 - Counseling students for practicum's courses
 - Counseling students before they opt for special papers
 - Conducting career counseling activities
 - Arranging lectures and discussions on various issues raised by the students

10. What is the grievance redressal mechanism adopted by the institution for students?

What are the major grievances redressed in last two years?

There is a grievance redressal cell which includes senior members of the faculty. A grievance box suggestion box has been put up where students can submit their problems and suggestions meetings are held where students are encouraged to speak about their problems. Some of the problems recently redressed include;

- Changing the practice teaching schools of 3 students of the session 2015-17 as they were facing problems in taking classes
- Rescheduling the educational tour programme to accommodate both the students of semester –I and III
- Ensuring regular filter water facility in the new building of the campus girls and boys
- Addressing the problems of girls and boys wash room
- Placing of litter bins in the campus

10. How is the progress of the candidates at different stages of programs monitored and advised?

Regular tutorials and assignments are given to monitor the progress of the learners. The practical papers are divided among the faculty members who give constant feedback and suggestions and supervise the activities of the students. Feedback is provided both oral and written forms.

11. How does the institution ensure the students' competency to begin practice teaching (Pre-practice preparation details) and what is the follow-up support in the field (practice teaching) provided to the students during practice teaching in schools?

- Micro teaching sessions are planned and conducted to develop discrete teaching skills.
- Demonstration lessons in real classroom situations are carried out both by faculty members (first) as well as advanced learners (later) to enable trainees to observe effective teaching.
- Block teaching is conducted to give adequate opportunities to the trainees to practice teaching skills and to observe others.
- A pre-practice teaching counseling programme is also conducted to counsel the trainees about the whole procedure, rules and regulations, mode of feedback and their general conduct when visiting their respective schools.
- Adequate classes are allotted and special classes are taken by the respective method teachers for lesson plan correction. The teachers address the problems of each and every trainee and individual care and attention is given to the trainees during this period.
- A special time table is drawn up so that faculty members get a chance to visit all schools apart from giving special attention to the school in which they are in charge.
- During practice teaching close supervision is provided to the students and they are given constant feedback on their performance.

STUDENT ACTIVITIES

1) Does the institution have an Alumni Association? If yes,

- i) List the current office bearers
- ii) Give the year of the last election
- iii) List the Alumni Association activities of last 2 years
- iv) Give details of the top ten alumni occupying prominent positions
- v) Give details of the contribution of the alumni to the growth and development of the institution

The alumni Association of GCE, Burdwan “PARAMPARA” was formed on 30.07.2016 and the list of current office bearers are:

- i) President: Swapan Kumar Bhattacharya
- ii) Vice President: Mintu Roy
- iii) Secretary: Soumen Konar
- iv) Assistant Secretary: Sk. Siraj Muhammad
- v) Joint Secretary: Indrani Dutta
- vi) Treasurer: Raghunath Chatterjee
- vii) The year of last election was 30.07.2016
- viii) Although the registered alumni association of GCE Burdwan



was constituted on 30.07.2016, the history of our alumnus goes back to 1989 when the Silver Jubilee Committee was founded on the occasion of the 25th foundation day of the college, the 1st of September 1989. This committee constituted of the ex-students of our college. It has a Secretary and is presided over by the Principal/Officer-in-Charge of our institution and has representation from the teaching and non-teaching staff of our college.

The Silver Jubilee Committee holds its meeting several times of the year and it is responsible for the felicitation of teacher trainee and the distribution of prizes to those who have secured the 1st, 2nd and 3rd position and have highest in Psychology and overall attendance. The prizes are given in the memory of various prominent members of the committee who have made contributions to the fund raised by the Silver Jubilee Committee for this purpose. The committee has chosen 5th of September- “Teachers’ Day” to execute this Nobel task.

The association organizes a cultural programme on the occasion of Teachers’ Day, every year, which ends with the prize distribution ceremony.

- The members of the alumni who are presently working in different schools of Burdwan meet regularly and contribute to the various developmental activities of the college and participate in different educational and cultural activities of our institution.
- They participate in the “Headmasters’ meeting” held at the office of the Principal prior to the commencement of the practice teaching session and offer their valuable advice and suggestions.
- They act as mentors to our teacher trainees when they visit their respective schools for practice teaching and practice process.
- They enthusiastically participate in the workshops and seminars organised by our institution

iv. Give the details of the top ten alumni occupying prominent positions.

1. Amlan Kusum Ghosh –SDPO , Bolpur
2. Prof. Binota Sarkar – Dept. of History, University of Burdwan.
3. Prof. Gopa Samanta - Dept of Geography, University of Burdwan.
4. Dr. Shibo prasad Chakrobarty - Principal, Saltora B.Ed College.
5. Dr. Paromita Sarkar - Principal, Barasat self financing college.
6. Sreya Roy- W.B.E.S , Assistant Professr, Durgapur Govt. College.
7. Sutishta Ghosh - W.B.E.S , Assistant Professr, Mejia Govt. College.
8. Shyamsundar Pal - W.B.E.S , Assistant Professr, Taki Govt. College.
9. Soumen Konar- Headmaster, Krishnapur High School, Burdwan.
10. Raghunath Chatterjee – Headmaster, Balgona High School, Burdwan

v) Give the details on the contribution of alumni to the growth and development of the college

i) The alumni organizes a cultural programme as part of the Teacher’s Day programme on 5th September every year and conducts a prize distribution ceremony where they felicitate students who have secured- first, second and third in the B.Ed. examination.

- Highest in psychology papers

- Highest attendance

ii) For this purpose it maintains and manages the fund raised by members of the “Silver Jubilee Committee”

iii) They participate in the ‘headmasters meeting’, every year, prior to the commencement of practice teaching and help the institution by giving their valuable suggestions.

iv) They guide our trainees when they visit their respective practice teaching schools

v) The members of the alumni take part in workshops, seminars and other educational and cultural activities organised by our college.



2) How does the institution encourage students to participate in extra curricular activities including sports and games? Give details on the achievements of students during the last two years.

At the commencement of the new session students are asked to give a feedback on their aptitude and interests and then advised to participate in the various committees accordingly. The trainees, assisted by the teachers, in charge of various committees, organize various educational and cultural activities throughout the year/session.

* The cultural committee organizes numerous programmes and prominent among them are: Rabindra Swaranika- Rakshabandhan, College Foundation Day- Independence Day, Shikshak Divas or Teachers’ Day ,Sarad Utsav, Republic Day, Rabindra Jayanti , Nabinbaran/ Freshers’ Welcome etc.

This year (session 2016-18) arranged series of programmes to celebrate 70 years of Independence in a programme entitled “YAAD KARO KURBANI”.

* **The Debate and Seminar committee** organizes various debates and discussions, seminars and workshops.



Prominent among them was-

- Two days National Seminar on “ICT in Teacher Education and Training”
- One day Workshop on “Low Cost Teaching Learning Materials’
- One day Seminar on “Teacher education and current trend”
- One day Workshop on Drama and Script Writing

The Literary committee

Publishes an annual college magazine named **PRATITI**

Along with the Art & Decoration Committee, the literary committee puts among several wall magazines during the academic session.

Members of the committee enthusiastically prepare speeches, and reads out poetry and prose that they have themselves penned down.



The **ICT committee** has contributed significantly

- They prepare slides which are presented at the different cultural and educational programmes
- They help their co-trainees to prepare charts and models by providing them with current data, pictures, diagrams and tables
- The Secretary of the ICT committee (2015-17) Sharmistha Mondal presented a paper in the 2day national seminar on 'ICT in teacher education and training organizes by our college on 04.03.2016 and 05.03.2016.

The Food and Hospitality committee

- Organizes the annual picnic- banobhojan during the winter months
- Organize refreshments during the various cultural and educational programmes
- Organizes lunches at least twice a year... once before the puja vacation and at the end of each session.

The Nature and Campus beautification committees

- Organizes bano mahaotsava-
- Organizes environmental awareness programme
- Supervises Rearing of medical plants

The Excursion committee organizes visits and excursions

- 2014-15: Educational tour to the Dooars.
- 2015-16: Educational tour to Santiniketan.
- 2016-17: Educational tour to Vizag.

The excursion committee also organizes local tour for students unable to go for excursion due to unavoidable circumstances.

The Art and Decoration Committee

- Helps to decorate the college premises with alpana and flowers during various cultural events
- Helps to decorate the wall magazine that are put up from time to time
- Helps to co-trainers to prepare charts and models for teaching aids
- Helps to organize the social science exhibition every year

The games and sports committee

- organizes the 2 days annual sports of the college
- Organizes games and sports as part of the “yaad karo Kurbani” programme
- Conduct indoor game competitions
- Design various sporting events/games that can be organized in the school internship programme

The students are not only encouraged to take part in these activities but are trained to organize such activities which they are expected to conduct when they become teachers.



In the earlier syllabus the internal assessment of students was based not only on academic excellence but also on their overall participation in these extracurricular activities.

3. How does the institution encourage students to publish materials like catalogues, wall magazines, college magazine and other material? List the major publications/materials brought out by the students during the previous academic session.

- The college publishes a magazine, PRATITI every year. The students are encouraged to contribute enthusiastically with their creative entry in both poetry and prose.
- Various wall magazines are put up at different points during the academic session. Prominent among them are wall magazines on the occasion of Rabindra Jayanti, Independence Day, Teachers Day, International Mother Language Day etc.

iii) The trainees prepare low cost teaching aids- charts and models. The social science group organizes an annual exhibition displaying their creativity in preparing teaching – hearing material.

iv) The ICT committee prepares and present slides at all the cultural programmes seminars and workshops.

v) Students publish papers and presents them at seminars etc, students of 2015-2017 session Sharmistha Mondal has presented a paper in the 2 day National Seminar on “ICT in Teacher Education and Training” in recent days.



4) Does the institution have a student council or any similar body? Give details on the constitution, major activities and funding.

Yes, there is a student council in the college, headed by the general Secretary and assisted by an Assistant General Secretary. The students council consists of several committees each headedby a Secretary and incorporates members from among the students. The committee are supervision by faculty members of the college. The prominent committees of the student council are:

- Cultural committee
- Art and Decoration
- Food and Hospitality
- Debate and seminar
- Natures and campus beautification
- Excursion
- Games and sports committee
- Literary committee
- ICT committee

It is compulsory for all students to take membership in one or more committees according to their interests and aptitude.

The major activities of the various committees are given in the answer to the previous question.

The activities of these committees are funded by from two sources-

- Students fund (generated from the admission fees)
- College fund

5) Give details of the various bodies and their activities (academic and administrative) which have student representation on it.

The institution has a student council which comprises of various committees. The details of the activities of each committee is given below.

(Given in the answer to question 3)

6) Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of the programmes and the growth and development of the institution?

Yes, there is a system of getting feedback from the trainees who are going to graduate from the college. The feedback is obtained from 2 sources –

- i) The give written feedback by filling up a questionnaire
- ii) Give suggestions or highlight problems in the suggestion box.

The institution also gets directives from the Higher Education Department and from the University.

These are analysed and discussed by the teaching as well as administrative authorities and adjustments in the various academic and co-curricular activities are made accordingly.

5.4 Best practices in student support and progression:

Give details of institutional best practices in student support and progression.

- During practice teaching our institution undertakes a special programme to support and mentor our students. Some of the features of the programme are unique.
 - The institution arranges for a meeting with the heads of institutions where our trainees are going for school internship. Problems faced by our previous trainees are discussed to overcome future complications.
 - This meeting is attended by alumni members of the college who are at present associated with those schools. These ex-students provide additional support to the institution. They eagerly guide our present trainees and quite often act as mediators, bridging the gap between our interns and the practicing teaching schools.
 - The college delegates one faculty member for each school who supervises the trainees during the entire period of school internship programme.
 - A special time table is drawn so that all subject teachers get a chance to visit all schools and supervise the teaching of his/her students.
- There is a comprehensive programme to develop communication skill of the teacher trainees. It includes.
 - Activities to develop communication skill in the EPC (Enhancing Professional Competency) programme this includes the use of language lab
 - Micro teaching/block teaching and demonstration lessons to develop their teaching skills.
 - Organizing programmes such as debates, discussions, seminars and opportunity in anchoring cultural programmes.
- The wall magazine is a special features of our college. The literary committee and Art and Decoration Committee with Cooperative effort prepare wall magazines at different occasions. Prominent among them are:
 - Rabindra Saranha
 - Jaltianwala Baag O Rabindranath
 - Pratiti Deyal Patrika: (Shikshah Divas Saraniha)
- The Silver Jubilee Committee/Alumni Association felicitates students who have excelled in their academic fields as well as these who have maximum attendance. This encourages present students to strive for further progression.

2.2.5.3 : Student Activities

1. Does the institution have an Alumni Association? If yes, (i) List the current office bearers, (ii) Give the year of the last election, (iii) List Alumni Association activities of last two years.

The alumni Association of GCE, Burdwan “PARAMPARA” was formed on 30.07.2016 and the list of current office bearers are:

- ix) President: Swapan Kumar Bhattacharya
- x) Vice President: Mintu Roy
- xi) Secretary: Soumen Konar
- xii) Assistant Secretary: Sk. Siraj Muhammad
- xiii) Joint Secretary: Indrani Dutta
- xiv) Treasurer: Raghunath Chatterjee
- xv) The year of last election was 30.07.2016
- xvi) Although the registered alumni association of GCE Burdwan was constituted on 30.07.2016, the history of our alumnus goes back to 1989 when the Silver Jubilee Committee was founded on the occasion of the 25th foundation day of the college, the 1st of September 1989. This committee constituted of the ex-students of our college. It has a Secretary and is presided over by the Principal/Officer-in-Charge of our institution and has representation from the teaching and non-teaching staff of our college.



The Silver Jubilee Committee holds its meeting several times of the year and it is responsible for the felicitation of teacher trainee and the distribution of prizes to those who have secured the 1st, 2nd and 3rd position and have highest in Psychology and overall attendance. The prizes are given in the memory of various prominent members of the committee who have made contributions to the fund raised by the Silver Jubilee Committee for this purpose. The committee has chosen 5th of September-“Teachers’ Day” to execute this Nobel task.

The association organizes a cultural programme on the occasion of Teachers’ Day, every year, which ends with the prize distribution ceremony.

- The members of the alumni who are presently working in different schools of Burdwan meet regularly and contribute to the various developmental activities of the college and participate in different educational and cultural activities of our institution.
- They participate in the “Headmasters’ meeting” held at the office of the Principal prior to the commencement of the practice teaching session and offer their valuable advice and suggestions.
- They act as mentors to our teacher trainees when they visit their respective schools for practice teaching and practice process.
- They enthusiastically participate in the workshops and seminars organized by our institution.

2. How does the institution encourage students to participate in extracurricular activities including sports and games? Give details on the achievements of students during the last two years.

Our college encourages students to participate in extracurricular activities including sports and games. Every year, our students take part in sports and cultural activities and have got good achievements. The expenditure accrued is borne by the Student Council. The cultural activities of the students are appreciated publicly in several college functions.

Games

Every year our college celebrates annual sports day. Our students participate in different events of games and sports. Throughout the year our students are encouraged to participate in intra and inter college football, volley ball and cricket matches.

3. How does the institution involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material. List the major publications/materials brought out by the students during the previous academic session.

The college encourages the students to express their creative talents in both wall and printed college magazines. The name of the printed college magazine is “ ”.

4. Does the institution have a student council or any similar body? Give details on – constitution, major activities and funding

Yes, the college has a student council which attends the needs of the students and shoulders the responsibility in co-ordination with the faculty to execute the work related to student activities. Such as, long and short tour, several cultural programmes and celebration of several remarkable days. The expenses incurred for these programme are meet up from a separate fund generated at the time of admission.

5. Give details of the various bodies and their activities (academic and administrative) , which have student representation on it. Youth Red Cross:

No such data is available.

6. Does the institution have a mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of the programme and the growth and development of the institution?

Feedback from the heads of the practice teaching schools are collected regularly to improve the programme, and the growth as well as development of the college.

2.2.5.4: Best Practices in Student Support and Progression

1. Give details of institutional best practices in Student Support and Progression?

The institution has the following best practices towards students support and progression.

- i. Feedback received from the students is given due consideration.
- ii. Feedback on teachers is also considered for improving the quality of teachers.
- iii. Feedback on course content also helps in revamping the syllabus.
- iv. Good numbers of Journals are procured for the library use.
- v. Talent Hunt Programme is conducted.
- vi. Students are encouraged to take part in inter-college cultural events.
- vii. Advanced learners are encouraged to take up the competitive examinations.
- viii. Tutorial systems are established for the benefit of students on academic and personal counseling.
- ix. There is an active Alumni Association.
- x. Dropout rate is almost zero.
- xi. Staff members meet very frequently.
- xii. Emergency meeting is held during inspections and celebrations.
- xiii. Students are involved in students association, library committee, sports committee and discipline committee.
- xiv. Almost all the national ceremonies of our country are celebrated with due vigour to inculcate the sense of integrity in the mind of the students.

2.2.6 Criteria VI: Governance and Leadership

2.2.6.1: Institutional Vision and Leadership

1. What is the institution's stated purpose, vision, mission and values? How are they made known to the various stakeholders?

Our college has its own Vision, Mission and Objectives. These are stated subsequently hereunder.

Vision:

Teachers are the backbone of any nation. The main task of a teacher is to help the learner acquire knowledge and information about his environment and to lead a better social life. To equip the student-teachers to face the global challenges of the future – is our ultimate vision.

Mission:

The Government College of Education is one of the leading institutions in the field of teacher Education. The main mission of the college is to work as a leading centre of creative teacher education. It nurtures the skill of existing deputed teachers for better classroom application as well as invokes young aspirants to be an ideal teacher. The college strives to establish itself successfully as a foremost teacher training college under Burdwan University and as well as its commitment towards advance teacher training.

Objective:

- I. To understand the bases of education properly
- II. To understand the importance and role of education of Indian society
- III. To inculcate National Integrity and International Understanding
- IV. To promote environmental awareness
- V. To understand gender issues
- VI. To promote inclusive education

Vision

To equip the student-teachers to face the global challenges of the future – is our ultimate vision.

Mission

Our mission is stated hereunder –

- (i) To inculcate absolute desire for ‘Learning to teach and Teaching to learn’ with the will of leadership in the minds of the students
- (ii) To inspire the learners to acquire knowledge and skill so that they can make themselves enable to apply those tools to the benefit of the society at large.

Quality Policy

Our stated quality policy is to be a hub of quality system in terms of infrastructure, faculty, facility and process –

- (i) to impart value based teacher education for properly shaping the trainee teachers,
- (ii) to deliver materials to generate knowledge and in turn to keep the promise of equipping and enlightening the future generations,
- (iii) to stand up to the expectations of the society and the demands of the times.

Long term goals

To develop our college into a centre of inspiration for the pupil and excellence in education, is our long term goal.

Short term goals

Followings are the short term goals –

- (i) To achieve 100 % result in the university examinations;

- (ii) To encourage the students' to actively participate in all co-curricular and extracurricular activities, arranged in our college throughout the year;
- (iii) To encourage the faculty members and students to publish their research articles in national and international journals as well as to approach the national and international publishers to publish their books;
- (iv) To motivate the students as well as the faculty members to take active part in various Action Researches and Minor Research Projects;
- (v) To encourage to use of the art and technology in education.

Objectives

Followings are our objectives –

- (i) To develop competency in students to teach the subject of one's specialization on the basis of accepted principles of teaching in the context of the changing school curriculum;
- (ii) To inculcate the skills required for effective teaching,
- (iii) To utilize different media and library resources in the teaching- learning process;
- (iv) To enable the teacher trainees in developing the right attitude – (a) towards work, (b) towards carrying out socially accepted and useful productive work, (c) towards community, and ultimately (d) towards all round growth;
- (v) To provide the students with the sufficient theoretical and practical knowledge of health, hygiene, physical education, games, recreational activities and creative abilities;
- (vi) To enable the teacher trainees in understanding their pupils and in providing them with the proper guidance as well as counseling to solve their individual, academic and personal problems;
- (vii) To enable the teacher trainees to undertake action oriented research to solve professional problems;
- (viii) To enable the teacher trainees to develop the skills related to use of information and communication technology and to understand the latest trends in teaching and evaluation.

The **goals and objectives** are made known to various stakeholders through –

- a) Press Release,
- b) Pamphlets,
- c) College Website,
- d) College Prospectus and Brochures,
- e) Various Orientation Programmes and
- f) Alumni of the College.

2. Does the mission include the institution's goals and objectives in terms of addressing the needs of the society, the students seek to serve, the school sector, educational institution's traditions and value orientations?

A big yes, the mission of the college includes the institution's goals and objectives in terms of catering to the needs of the society.

Generally our students seek to serve the school sector of education of our country. The institution tries to enshrine the traditional value of our country. So in turn the college renders its services to the country by supplying with value oriented teachers.

The college is located in Burdwan, a heritage district of West Bengal; it caters to the social needs of local people. A democratic outlook in shaping the people to be responsible, resourceful and enterprising citizens is inculcated in the mind of the students.

The Independence Day, the Republic Day and other observable days are observed with proper dignity.

One of the students are encouraged to write down one quotation every day in the white board kept in front of the Principal's office, and the total of the quotations are placed in the college annual magazine "Pratiti".

Awareness notices regarding Pulse Polio, Drug Abuse etc are regularly issued to the common people.

Local women are oriented towards public health and hygiene, and parenting the children.

3. Enumerate the top management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes (functioning and composition of various committees and board of management, BoG, etc.)

A. Director of Public Instruction, Department of Higher Education, Govt. of West Bengal.

B. Principal / Officer-in-Charge : Dr. Dilip Kumar Thakur

C. Staff/Teachers' Council

Name	Designation
Dr. Dilip Kumar Thakur	Officer-in-Charge
Dr. Sujata Raha	Associate Professor
Prof. Baisali Basu Roy Choudhury	Associate Professor
Dr. Kumar Vishwabandhu	Associate Professor
Prof. Sudakshina Mitra	Assistant Professor
Prof. Mitali Mandal	Assistant Professor
Dr. Mahua Basu Mallik	Assistant Professor
Prof. Koushik Chakraborty	Assistant Professor
Prof. Nilanjana Pal	Assistant Professor
Prof. Mousumi Mondal	Assistant Professor
Prof. Goutam Pahari	Assistant Professor
Sri Sujit Chattopadhyay	Librarian

D. IQAC

Sl.No.	Name	Designation
1.	Dr. Taraknath Pan	
2.	Dr. Biswanath Bandopadhyay	
3.	Dr. Dilip Kumar Thakur	Officer-in-Charge
4.	Dr. Sujata Raha	Member
5.	Prof. Baisali Basu Roy Choudhury	Coordinator
6.	Dr. Kumar Vishwabandhu	Member
7.	Prof. Sudakshina Mitra	Member

(i) Recommendations and suggestions of the different committees are seriously considered by the Officer-in-Charge and are implemented as soon as possible.

(ii) Sometimes the college arranges special programmes, seminars, workshops for the betterment of the teachers, staff and students.

(iii) Meritorious and brilliant achievements by faculty and students are appreciated suitably.

(iv) Sufficient funds are granted every year for necessary up-gradation and maintenance of infrastructure, audio visual equipment in class rooms, laboratories and library.

(v) The Administrative and Academic body commits itself by extending its generous financial support and human resources for the development of the academic atmosphere of the college.

4. How does the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution?

In the Staff/Teachers Council meeting the programme for the year is planned after serious discussion. The duties and responsibilities of all are clearly and precisely defined by the Principal/Teacher-in-Charge. Work load is justifiably distributed. Through regular staff meetings the progress is monitored.

5. How does the management/head of the institution ensure that valid information (from feedback and personal contacts etc.) is available for the management to review the activities of the institution?

- ❖ The Principal/Officer-in-Charge gets feedback from the outgoing students and alumni.
- ❖ Suggestion box also remains alive to get the feedback.
- ❖ The academic and administrative committees inform the achievements to Officer-in-Charge.
- ❖ Regular self-appraisal by teachers and assessment by the
- ❖ Principal/Officer-in-Charge are communicated in the Staff meeting and the matter is discussed in the meeting held at the beginning of, every academic year.

6. How does the institution identify and address the barriers (if any) in achieving the vision/mission and goals?

The Chair and Teachers Council always remains vigilant on the day to day activities of the college. Strength, Weakness, Opportunity and Threat (SWOT) analysis is done in regular basis. So, the institution keeps it self-aware abreast of the academic transactions and finds out short-coming/barriers on their own in achieving the vision. Teachers and students are also free to bring out the shortcomings to be rectified, and management acts swiftly in alleviating these.

7. How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes?

A good work and personal relationship among the staff , Officer-in-Charge and students has been established and this only enables a commendable involvement with the ups and downs of the college. The college authority follows a decentralized administration system involving every staff. All the proposals of teaching and non-teaching staff regarding college activities are considered democratically.

8. Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students.

The Principal/ Officer -in-Charge of the college acts as a bridge between the Government and the employees in maintaining the growth, harmony and smooth sailing of the institution. The institution always keeps its eyes open –

- ❖ To oversee the effective implementation of the teaching-learning process, overall discipline in the institution etc.
- ❖ To motivate the faculty, staff and students to give away their best in the discharge of their responsibilities;
- ❖ To maintain harmonious relations between university and college for smooth academic governance;
- ❖ To maintain good rapport with local academic and school managements;
- ❖ To finalize and allocate the budget for academic and developmental activities;
- ❖ To prepare action plan for future development of the institution;
- ❖ To provide leadership and guidance in the college activities;
- ❖ To encourage to convey meetings of different committees and IQAC to discuss academic matters regularly;
- ❖ To ensue democratic environment of functioning of the college – all matters are discussed in the meetings and decisions are taken on common concerns.

2.2.6.2: Organizational Arrangements

1. List the different committees constituted by the institution for management of different institutional activities? Give details of the meetings held and the decisions made, regarding academic management, finance, infrastructure, faculty, research, extension and linkages and examinations during the last year.

For the smooth functioning of the college various committees are formed.

Staff/Teachers' Council

This is actually an academic body. Academic decisions regarding construction of various committees and subcommittees, preparation of time table and academic calendar for the academic year, allotment of school subjects to the students are taken in its meetings.

Development Committee

This is also a statutory body. Financial advice and preparation of budget for a year is its crucial duty.

Internal Quality Assurance Cell (IQAC)

This cell is framed as per guidelines of the UGC. Total quality management and the enhancement of quality are its motto. Performance appraisal of various departments is one of its main functions.

Women Cell:

To take care and look after the different types of problem of female staffs and students of the college.

Grievance and Redressal Committee

To look after the grievances of the students and to redress the same this committee is framed.

Alumni Association

To feel togetherness and to be motivated a group of alumni started the functioning at first. But now it is gaining much impetus and enthusiasm for augmentation of professional and personal excellence.

Library Advisory Committee

To take care of all activities related to effective functioning and using of the library this committee is set up.

2. Give the organizational structure and the details of the academic and administrative bodies of the institution.

Higher Education Department Govt. of West Bengal	
OFFICER-IN-CHARGE	
Academic	Administration
IQAC	Head Clerk
Teachers' Council	Clerks
Students	Cashier
Library	Group-D Staffs

3. To what extent is the administration decentralized? Give the structure and details of its functioning.

To implement the academic programmes properly rigorous discussion is initiated with the stakeholders, faculty members and staff members. Budget allotments are made after getting proposals and making discussion with faculty, staff and student representatives. Faculties in charge of the laboratories have freedom to choose priorities in procuring the instruments and materials. The academic programmes are organized in consultation with the faculty members, students' council members and concerned subcommittee members. The principal/Officer-in-Charge provides guidance and leadership.

4. How does the institution collaborate with other sections/departments and school personnel to improve and plan the quality of educational provisions?

To co-ordinate and monitor the collaboration with other sections and school personnel, the college has an effective mechanism. Internal co-ordination is established. The members of the faculty willingly and actively participate in all the activities of the school and other departments.

5. Does the institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes, give details.

Yes, the institution obtains feedback from the students, faculty members, school personnel in the form of questionnaire and discussions. These data are analyzed qualitatively and quantitatively by a team of the Principal/ Officer -in-Charge with the help of the teachers.

6. What are the institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty?(Skill sharing across departments' creating/providing conducive environment).

This college has established a conducive rapport among the faculty members by way of conducting frequent meetings, seminars, discussion etc.

2.2.6.3 Strategy Development and Deployment

1. Has the institution an MIS in place, to select, collect align and integrate data and information on academic and administrative aspects of the institution?

The institute has a data centre to collect information on students profiles, student attendance, academic performance, result analysis, faculty and staff profiles. The information related to the college is updated on our website so that the stakeholders and the students can access it.

2. How does the institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?

The action plan is executed by the Principal/ Officer -in-Charge and the staff members. Necessary help and resources are sought from the concerned faculty members of the College.

3. How are the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained?

This institution has been strengthened with ample financial and human resource potentialities. It is equipped with a well-trained, duty bound and dedicated faculty team to yield a best conducive situation and to achieve the mission and goals positively.

4. Describe the procedure of developing academic plan. How are the practice teaching school teachers, faculty and administrators involved in the planning process?

In the beginning of the year, academic calendar is prepared on the basis of curriculum and syllabus, according to the instruction and regulation of the University of Burdwan. On this basis, annual academic plan is prepared through discussion with the school authorities, faculty and administrators.

5. How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development?

The curricular objectives have been published in the institution prospectus. The goals and objectives of the institution have been highlighted on display boards and websites.

6. How and with what frequency are the vision, mission and implementation plans monitored, evaluated and revised?

The vision, mission and implementation plan are monitored and evaluated throughout the year by the Principal/ Officer -in-Charge and other faculty and staff members.

7. How does the institution plan and deploy the new technology?

According to the demands and trends, our institution plans and deploys the new technology in curricular aspects and in administration.

2.2.6.4: Human Resource Management

1. How do you identify the faculty development needs and career progression of the staff?

Self-appraisal report of the individual staff members, students' feedback report and experts' feedback are studied carefully by the Principal/ Officer -in-Charge and the Teachers' Council. As per UGC regulation and order of the state government the faculty members enjoy the benefit of Career Advancement Scheme (CAS).

2. What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self-appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?

The institution uses self-appraisal report of the teacher educator, feedback from the students, feedback from the experts from the university and colleges regarding teaching and research. Feedback report is evaluated by the Principal/ Officer -in-Charge. Accordingly, the teaching method and research activities are restructured and rescheduled.

3. What are the welfare measures for the staff and faculty? (Mention only those which affect and improve staff well-being, satisfaction and motivation)

As per state government rule the college authority provides the staff and faculty members with the following welfare facilities and measures –

- (i) Medical Assistance (ii) Maternity Leave (iii) Earned Leave etc.

4. Has the institution conducted any staff development programme for skill up-gradation and training of the teaching and non-teaching staff? If yes, give details.

The institution has taken steps to widen the skills of teaching and non-teaching staff members.

For non-teaching staff some programme has been taken. Some of these programmes are –

- ❖ Basics of computer training

- ❖ Training programme for maintaining accounts
- ❖ English communicative skill development
- ❖ Educational technology and internet development programme.

5. What are the strategies and implementation plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (Recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.)?

- (i) Recruitment: Teaching staff is recruited by the West Bengal Public Service Commission and non-teaching is recruited also by the Govt. of West Bengal.
- (ii) Salary Structure: Salary is paid as per UGC and state government order.
- (iii) Service Condition: Service is protected by the act and regulations of the state government.

6. What are the criteria for employing part-time/Adhoc faculty? How are the part time/Adhoc faculty different from the regular faculty? (E.g. salary structure, workload, specializations).

Part time and Guest faculties are appointed as per state government order. The institute has no authority regarding this matter.

7. What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty? (E.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops, etc. and supporting membership and active involvement in local, state, national and international professional associations).

Being a purely government college, the institution has neither authority nor scope for providing any financial resources to support and ensure professional development of the faculty. These activities are encouraged by strictly following the allocation of the fund by the UGC and the state government.

8. What are the physical facilities provided to faculty? (Well-maintained and functional office, instructional and other space to carry out their work effectively).

The institution has the physical infrastructure as per NCTE norms. Spacious administrative buildings with all facilities are provided to carry out their work effectively.

The seating arrangements of the faculties and instructional space are well maintained and inspiring to carry out the work effectively.

9. What are the major mechanisms in place for faculty and other stakeholders to seek information and/or make complaints?

The college website is updated regularly to provide latest information.

- (ii) Prospectus and college calendar are provided to all concerned.
- (iii) Every activity in the college is displayed in the college notice board.
- (iv) Programmes conducted in the college are published in the newspapers.
- (v) A suggestion box is provided to collect suggestions and complaints.
- (vi) The college office provides all the information through telephone.
- (vii) Written complaints are accepted by the Office of the institution.
- (viii) Grievance-cells act positively to solve the problems.

10. Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.

The workload norms as prescribed by the affiliating university and the UGC are followed strictly. The work load policy and practices for the faculty are planned in the beginning of each session in order to distribute the work load equally among the faculty members. the teachers are encouraged to take part in research work and other faculty improvements programmes. They also actively participate in different assessment of both theoretical and practical nature being appointed by the affiliating and other universities. They also provide mentorship to the students during their teaching internship and actively maintain working relationship with schools. They also take part in different community outreach programmes.

11. Does the institution have any mechanism to reward and motivate staff members? If yes, give details.

The College motivates staff members to their higher studies and appreciate for their skilful activities.

2.2.6.5: Financial Management and Resource Mobilization

1. Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of revenue and income generated

This is a Govt. College, under Higher Education Department, Govt. of West Bengal and also recognised by the UGC, under sections 2(f) and 12(B) of the UGC Act. So college receives several grants from both the Government of West Bengal and UGC. The details of grants received in the last three years are furnished in the following table.

Funding Agency	2013-14	2014-15	2015-16
Govt. of W.B.	2,54,19,100/-	1,70,70,000/-	1,56,05,000/-
UGC			
Other			

2. What is the quantum of resources mobilized through donations? Give information for the last three years.

This is a Govt. College, and so the college do not received any donation from the students.

3. Is the operational budget of the institution adequate to cover the day-to-day expenses? If no, how is the deficit met?

Yes. The operational budget of the institution adequately covers the day to day expenses.

4. What are the budgetary resources to fulfill the missions and offer quality programs? (Budget allocations over the past five years, depicted through income expenditure statements, future planning, resources allocated during the current year and excess/deficit)

The budget resources are allocated by the finance department of the government of West Bengal maintaining proper procedure. The budget statements for the last three years as follows:-

STATEMENT OF AUDITED INCOME & EXPENDITURE

BUDGET ALLOCATION OVER THE LAST THREE YEARS UNDER THE “SALARIES”

Year	Amount received (Faculty, Govt. Librarian, Non-Teaching)
2013-2014	25419100
2014-2015	17070000
2015-2016	15605000

BUDGET ALLOCATION OVER THE LAST THREE YEARS FOR MAINTENANCE PURPOSES

YEAR	2013-2014	2014-2015	2015-2016
01-Electricity	630000	350000	280000
02-Telephone	55000	37000	35000
04- Other Office Expenses	180000	140000	80000
14-Rent, rates, taxes	80000	60000	45000
19- Maintenance	4500	3000	8000
50-Other charges	310000	728113	60000
008-Dev. For Govt. Colleges	78000	30000	25000

5. Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit paras, objections raised and dropped).

Accounts of the institution are audited on a regular basis. Qualified and government approved chartered accountant is employed to carry the audit. The audit report are kept confidential and send to higher authorities as per instruction of the concerned authorities. The audit reports of the last three years were satisfactory and no major objections were raised.

6. Has the institution computerized its finance management systems? If yes, give details.

Latest accounting software package Integrated Financial Management System (IFMS) and MS Excel are used for the preparation of salary bill and accounting. All the salary and other details of the individual members are computerized.

2.2.6.6: Best practices in Governance and Leadership

1. What are the significant best practices in Governance and Leadership carried out by the institution?

- (i) The budget is prepared keeping in view of the income and expenditure (planned and unplanned or contingency) with regular annual allotments to different heads. The budget allotments are made after seeking proposals and discussions with the staff and Principal/Officer-in-Charge.
- (ii) Annual audit of accounts is conducted by a chartered agency and the comments made are considered in the Staff meeting of the College.
- (iii) The Faculty and staff are kept informed of short term and long term goals of the institution in pursuance of its mission and vision.
- (iv) The Administrative and management mechanism is evaluated by employees from time to time for review and improvements.
- (vi) Feedback is taken at regular intervals followed by review meetings with faculty and students (if necessary) by the Chair.

2.2.7: Criterion VII: Innovative Practices

2.2.7.1: Internal Quality Assurance System

1. Has the institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.

Yes. The IQAC has been established on 2nd December, 2014 as per norms and guidelines of the UGC. This cell is consisted of following members-

- Officer-in-Charge acting as the chairperson of IQAC,
- A faculty member is the coordinator of this cell.
- Three other faculties are the member of the cell.
- Two expert members are the external member of this cell.

Sl. No.	Names of Members	Designation
1	Dr. Dilip Kumar Thakur	Officer-in-Charge
2	Dr. Tarak Nath Pan	Professor, Belur Ramakrishna Vivekananda University
3	Dr. Biswanath Bandopadhyay	Associate Professor, Inst of Edn for Women, Chandernagore
4	Prof. Baishali Basu	Co-ordinator
5	Dr. Sujata Raha	Member
6	Dr. Kumar Viswa Bandhu	Member
7	Prof. Sudakshina Mitra	Member

Major Activities-

- To encourage the teachers to use ICT in the classroom.
- To organize Science related events.
- To Establish ICT enabled classrooms in the institution.
- To ensure regular collection and authentication of the self-appraisal reports for internal assessment and accreditation.

2. Describe the mechanism used by the institution to evaluate the achievement of goals and objectives.

Assessment of institutional effectiveness and goal outcomes is done through:

- Continuous assessment by teachers and feedback and analysis of the same.
- Self appraisal of teachers.
- Preparation of academic calendar and course outline plan

3. How does the institution ensure the quality of its academic programmes?

The institution ensures quality education by the following measures

- Supporting faculty improvement programmes
- Providing ICT support
- Maintenance of event registers of students
- Ensuring that the library is updated periodically
- Strengthening the mentoring system.
- Provision of internet facility and access to faculty and students
- Inviting Suggestions from students for enhancement of quality during feedback sessions
- Collection of expert opinion.
- Observation of the Officer-in-Charges
- Govt. audit process.

4. How does the institution ensure the quality of its administration and financial management processes?

The institution maintains the quality of its administration and financial management process through Officer-in-Charge. Participatory management is an important feature of the administration of the college. Decisions are taken usually on a consultative basis, involving stakeholders whenever necessary. The regular dissemination of information to faculty, students and staff and a continuous monitoring system is in place.

Financial management is done in a need-based manner with department wise budgeting at the beginning of the course. Govt. audit mechanism is followed for the financial management process.

ICT is being introduced to maintain records and data banks in a phased manner.

5. How does the institution identify and share good practices with various constituents of the institution.

There is a spirit of cooperative collaboration among faculty, students and staff and between different departments. sensitive and important matters are identified, shared discussed in the IQAC, Teachers Council and within the various sub-committees on a regular basis. Various committee Regular meetings are held involving the concerned members of the student council and Open house meetings with the students are also organized regularly.

2.2.7.2: Inclusive Practices

1. How does the institution sensitize teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum?

Inclusive education is defined by UNESCO as a process of addressing and responding to the diverse needs of all learners by increasing participation in learning and reducing exclusion within and from education. This means that all children have the right to a quality education that caters, to the extent possible, to their individual needs. Inclusive education is a compulsory topic for all teacher candidates and an integral part of teacher training curricula.

2. What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning?

A theoretical knowledge about the philosophy underlying Inclusive education, types of disabilities, etc is received from the theory papers. Community outreach program involve working with students from socio-economically weak backgrounds and special children. The students are oriented about gender equalities and other gender issues in there theoretical papers as well.

3. Detail on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self-motivation.

The college makes arrangements for fostering positive social interaction, active engagement in learning and self-motivation by engaging the students in some curricular and co-curricular activities continuously. Good teamwork ensures the development of social skills. Many activities in the college are done in groups – extension activities, Wall magazine, Cultural programmes, Debate and Nature club activities, etc. Conscious attempts are made to ensure that trainees work cohesively and also contribute in a valuable manner, according to their abilities.

Active engagement in learning is ensured throughout the course for B.Ed students. All allied academic activities such as Wall Magazine, Project work; Educational Exhibition, Educational Visits, Excursion, etc involve an active engagement in the learning process. In the classroom, student engagement and student reflection is encouraged through Pedagogical Analysis of Content, Action Research, critical observation and discussion of teaching, Simulated Practical lessons, Block teaching, Practice teaching, etc. Attempts are made to engage students in discussion and interaction in the classroom.

To encourage self motivation in learners, they are encouraged to use the library resources, journals, internet facilities. Teachers are instructed to guide them when necessary. Besides this, attempts are made to create an environment, in which trainees continuously engage actively in the learning process, develop their self confidence, the right attitudes and beliefs.

4. How does the institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

Each year, the institution collaborates with an organization working in this field. Initially; the trainees are introduced to the work at the college by the faculty in charge. Then, they are given an orientation programmed by experts and those working in the field. Then they are required to take classes in designated centers according to a pre-determined schedule. Thus trainees have a hands-on experience of working in diverse classrooms so that they may develop necessary skills.

5. How does the institution address to the special needs of the physically challenged and differently-abled students enrolled in the institution?

3% of the total seats in B.Ed courses are reserved for students from the physically challenged category. A continuous process of sensitizing trainees to the needs of the differently abled is coupled with certain specific measures to address the needs of physically challenged trainees -

- Classroom and examination halls are arranged according to the convenience of the physically challenged students;
- Mentor students are appointed to help out the differently able when required. Peer tutoring is also done.
- Such trainees are placed in schools that are conveniently located for practice teaching.
- Infrastructure development is done for the physically challenged.

6. How does the institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?

Following measure are taken in this aspects –

- i) Students are briefed with the problems of eve-teasing and ragging in the college campus and outside also.
- ii) In Organizing the college functions and cultural programmes the students are encouraged to consider the talent and not the gender;
- iii) The institution can encourage to establish a cell towards prevention of women harassments; till now on such complaint is launched, and hence we do not face any such problem.
- iv) There is a women cell for addressing gender related issues.

2.2.7.3: Stakeholder Relationship

1. How does the institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders)?

Information of a general nature is disseminated through Teachers Council and Staff meetings and put up on the college notice board. Information related to academic and administrative matters is also updated on the website of the institution regularly.

2. How does the institution share and use the information / data on success and failures of various processes, satisfaction and dissatisfaction of students and stakeholders of bringing qualitative improvement?

Regular feedback sessions are organized to enable students to convey their opinions to the Officer-in-Charge and faculty. The Grievance Committee also organizes meetings to give students the opportunity to state their problems and attempts are made to address the problems as soon as possible. The schools are also provided with written feedback formats after completion of each practice teaching session. The Alumni Association is also encouraged to give valuable suggestions.

3. What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, alumni and other stakeholders on program quality? How does the institution use the information for quality improvement?

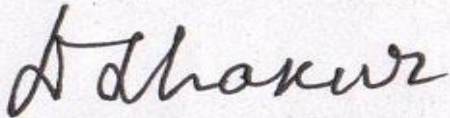
Feedback is collected from a) Students and b) Academic peers on a regular basis. The data collected in this manner is then collated, analyzed and discussed by the faculty in the meetings of the Teachers Council. Decisions are taken on the basis of the discussions and suggestions. Feedbacks are also collected from Heads of the practice teaching schools and faculty members to find out ways for quality improvement.

Declaration by the Head of the Institution

I certify that that the data included in this Self-Appraisal Report (SAR) are true to the best of my knowledge.

This SAR is prepared by the institution after internal discussions, and No part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SAR during the peer team visit.

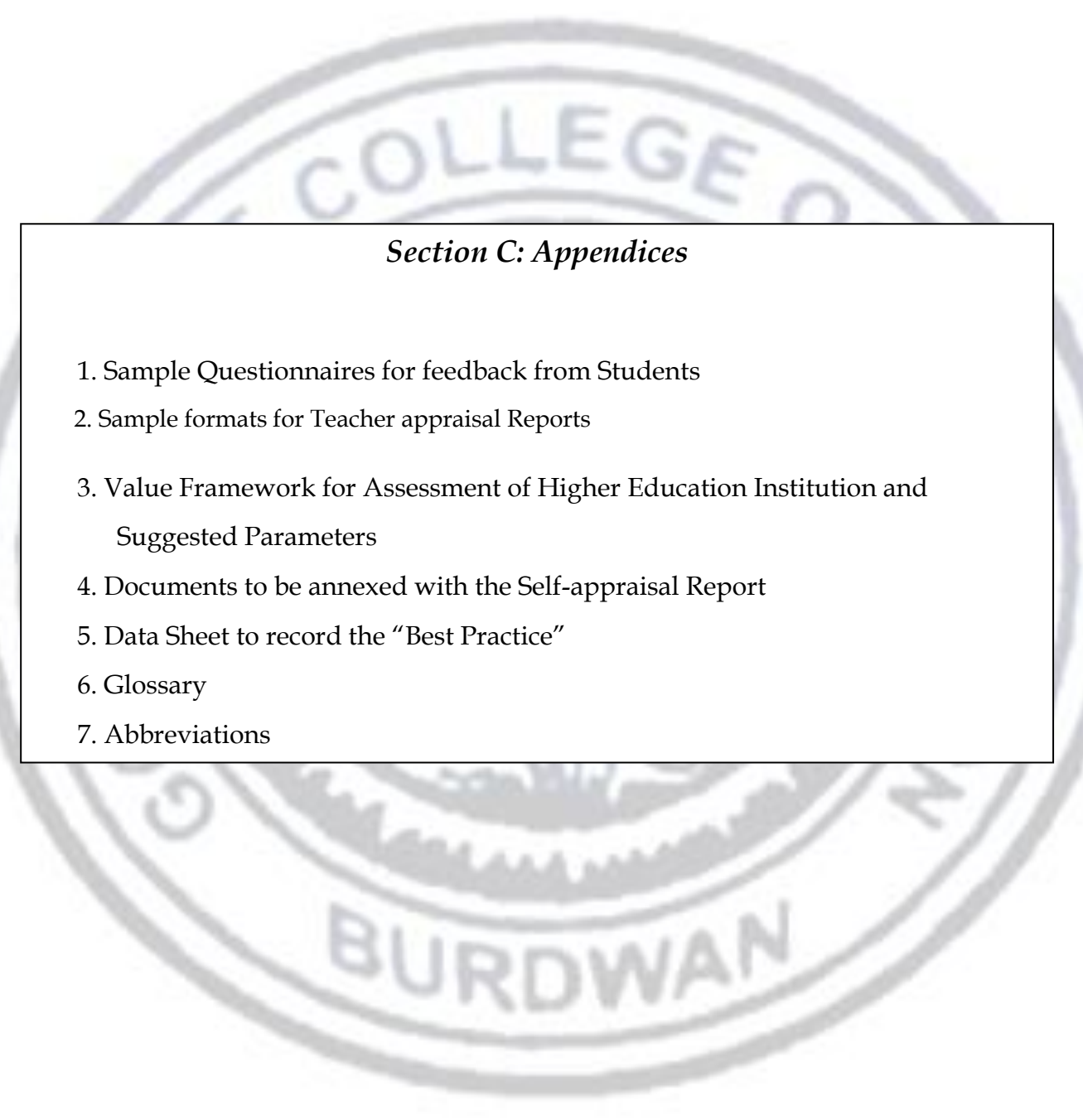


Officer-in-Charge
Govt. College of Education
Burdwan

Signature of the Head of the institution
with seal:

Place: BURDWAN

Date: 16/03/2017



Section C: Appendices

1. Sample Questionnaires for feedback from Students
2. Sample formats for Teacher appraisal Reports
3. Value Framework for Assessment of Higher Education Institution and
Suggested Parameters
4. Documents to be annexed with the Self-appraisal Report
5. Data Sheet to record the “Best Practice”
6. Glossary
7. Abbreviations

Appendix 1: Sample Questionnaires for Feedback from Students

A Sample suggestive questionnaire to obtain feedback from students is given in this Appendix. As the sample questionnaires are framed for institutions catering to liberal Arts and Science streams it is advised that the TEI's evolve suitable questionnaires as for the programme requirements. The data/information collected through such questionnaire , analysed and appropriately used is expected to form an important input for quality enhancement of the institution.

Sample Questionnaires for Feedback from Students

Affiliated/ Constituent Colleges

Questionnaire No. 1

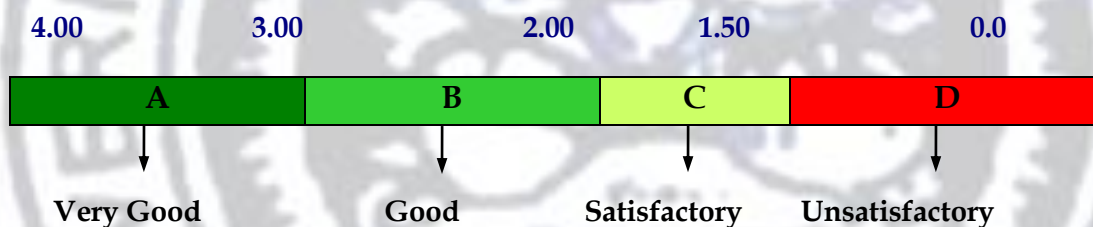
College XYZ

Programme:

Department:

Semester/Term/Year:

Students are required to rate the courses on the following attributes using the 4 -point scale shown. The format given is for one course. Do the same for other courses on separate page.



Course-I

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Depth of the course content including project work if any				
2. Extent of coverage of course				
3. Applicability/relevance to real life situations				
4. Learning value (in terms of				

knowledge, concepts, manual skills, analytical abilities and broadening perspectives)				
5. Clarity and relevance of textual reading material				
6. Relevance of additional source material (Library)				
7. Extent of effort required by students				
8. Overall rating				

Questionnaire No. 2

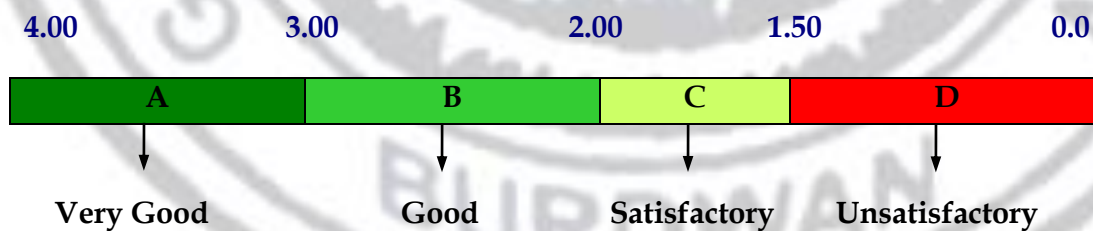
College XYZ

Student Feedback on Teachers

Department :

Semester/Term/Year :

Please rate the teacher on the following attributes using the 4 -point scale shown



Name of the Teacher:

Parameters	A Very Good	B Good	C Satisfactory	D Unsatisfactory
1. Knowledge base of the teacher (as perceived by you)				
2. Communication Skills (in terms of articulation and comprehensibility)				
3. Sincerity / Commitment of the teacher				
4. Interest generated by the teacher				
5. Ability to integrate course material with environment/other issues, to provide a broader perspective				
6. Ability to integrate content with other courses				
7. Accessibility of the teacher in and out of the class (includes availability of the teacher to motivate further study and discussion outside class)				
8. Ability to design quizzes /Tests /assignments / examinations and projects to evaluate students understanding of the course				
9. Provision of sufficient time for feedback				
10. Overall rating				

Questionnaire No. 3

College XYZ

Students' overall Evaluation of the programme and Teaching

(To be filled only after the course results are declared)

Department :

Course :

Teacher :

Year :

Your responses will be seen only after your course results have been finalised and recorded.

The information will be used only for the improvement of the course and teaching in future.

You need not disclose your name if you do not wish to.

You may tick more than one answer to a question to the extent that they do not contradict each other.

1. The syllabus of each course was

- a) adequate b) inadequate
- c) challenging d) dull

2. Background for benefiting from the course was

- a) more than adequate b) adequate
- c) inadequate d) cannot say

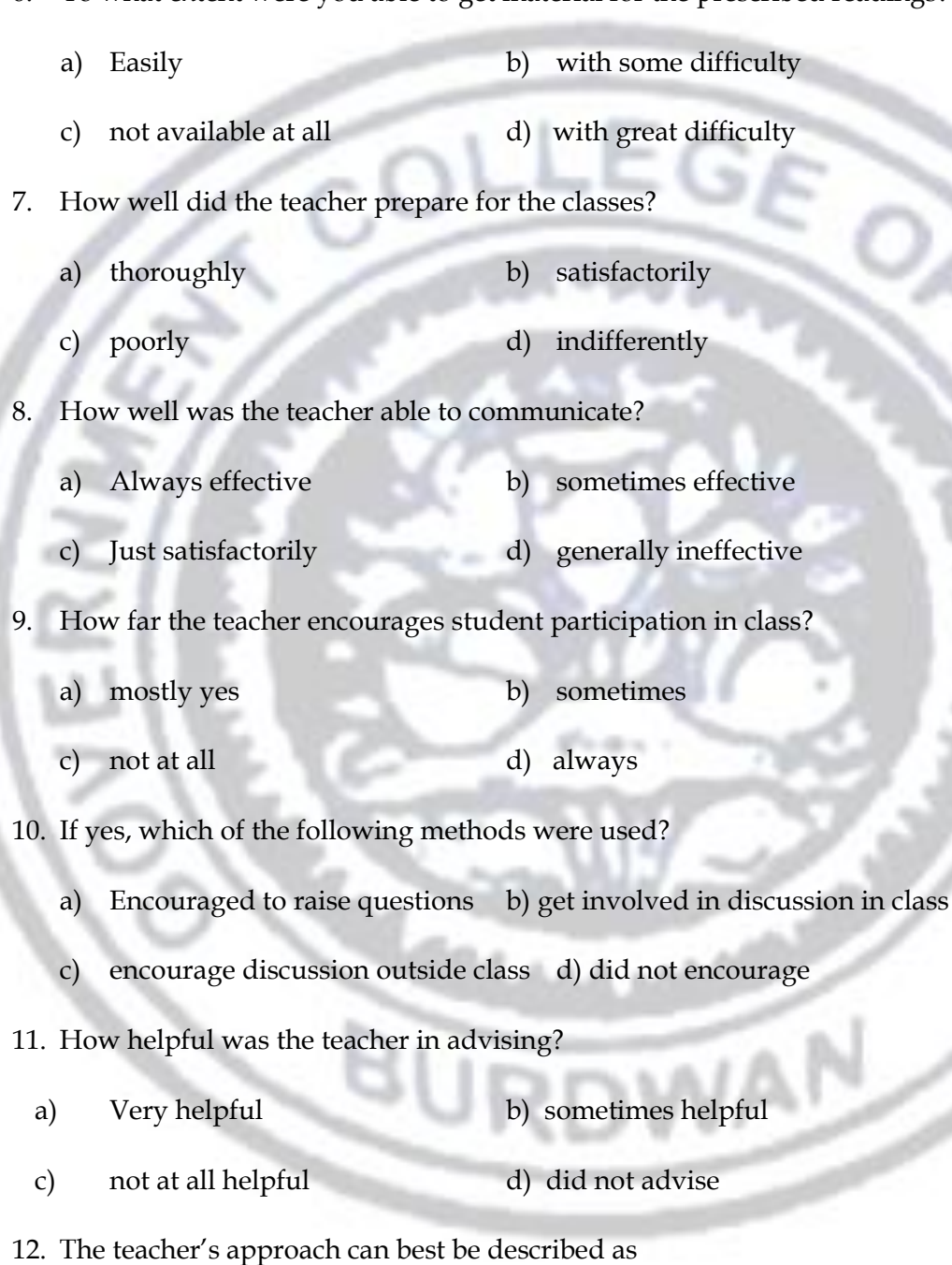
3. Was the course easy or difficult to understand?

- a) easy b) manageable
- c) difficult d) very difficult

4. How much of the syllabus was covered in the class?

- a) 85 to 100% b) 70 to 85%
- c) 55 to 70% d) less than 55%

5. What is your opinion about the library material and facilities for the course?

- 
- a) more than adequate b) adequate
- c) inadequate d) very poor
6. To what extent were you able to get material for the prescribed readings?
- a) Easily b) with some difficulty
- c) not available at all d) with great difficulty
7. How well did the teacher prepare for the classes?
- a) thoroughly b) satisfactorily
- c) poorly d) indifferently
8. How well was the teacher able to communicate?
- a) Always effective b) sometimes effective
- c) Just satisfactorily d) generally ineffective
9. How far the teacher encourages student participation in class?
- a) mostly yes b) sometimes
- c) not at all d) always
10. If yes, which of the following methods were used?
- a) Encouraged to raise questions b) get involved in discussion in class
- c) encourage discussion outside class d) did not encourage
11. How helpful was the teacher in advising?
- a) Very helpful b) sometimes helpful
- c) not at all helpful d) did not advise
12. The teacher's approach can best be described as
- a) Always courteous b) sometimes rude
- c) always indifferent d) cannot say

13. Internal assessment was

- a) Always fair
- b) sometimes unfair
- c) Usually unfair
- d) sometimes fair

14. What effect do you think the internal assessment will have on your course grade?

- a) Helps to improve
- b) discouraging
- c) no special effect
- d) sometimes effective

15. How often did the teacher provide feedback on your performance?

- a) Regularly/in time
- b) with helpful comment
- c) often/ late
- d) without any comments

16. Were your assignments discussed with you?

- a) Yes, fully
- b) yes, partly
- c) not discussed at all
- d) sometimes discussed

17. Were you provided with a course contributory lecture too at the beginning?

- a) Yes
- b) no

If yes, was it helpful?

- a) Yes
- b) no

18. If you have other comments to offer on the course and suggestions for the teacher you may do so in the space given below or on a separate sheet.